A N N U A L R E P O R T S

1954 - 1955

NEW JERSEY STATE TEACHERS COLLEGE

AT MONTCLAIR

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Reports of:

New Jersey State Teachers College at Montclair

Report of the President
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Introduction

The academic year 1954-55 has been a year of transition and intensive activity. The transition is a slow, painful one from an institution with a deplorable lack of facilities to one with some facilities that will compare with the best. Along with the new facilities have come new curriculums, and hence new opportunities to serve education in New Jersey.

The intense activity has grown out of the building program, the increasing student body and the efforts at curriculum revision. In a situation of this kind staff needs develop much more rapidly than they can be met. The pressure on the administrative staff and the faculty has been increasing constantly with little additional help to meet these pressures.

Curriculum Development

The college administration has been deeply involved in curriculum considerations during 1954-55. This concern has arisen out of (1) the state-wide Curriculum Commission, (2) the desire on the part of the college faculty for continued improvement, (3) changes incident to development of new curricula. Activities in this area are described in some detail in the report of the Dean of Instruction. As a member of the state Curriculum Commission the President has participated personally in the discussions about curriculum revision.

The Building Program

The academic year of 1954-55 was one of intense activity in the building program. Contracts for all new buildings in the bond issue program were signed with the exception of the women's dormitory. Because of unexpected high costs in providing for the basic utilities on campus and the high bids on the gymnasium the Women's Dormitory was held in abeyance.

The Men's Dormitory was well toward completion in June 1955. Ground was broken for the Classroom Building in October, 1954, for the Life Hall combination in April,1955, and for the gymnasium in May, 1955. The prospects were good for the Men's Dormitory to be in use by September, 1955, the Classroom Building by February of 1956 and the Gym and Life Hall by the Fall of 1956.

Class and activity schedules were maintained during the college year, even though the grounds were torn up for several months during the installation of utilities underground. During the year the student body increased, but the facilities for handling that student body remained the same or decreased. Parking was decreased, office and lounge space for the students decreased. Classroom space in effect decreased because of the need to provide special classrooms for business education, art and industrial art.

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Recruitment

The state-wide program of recruitment for the six teachers colleges was well under way during 1954-55. There was a considerable increase in the number of applicants at all of the colleges. In March, 1955 there were 659 high school seniors who took the entrance examination for Montclair. Under the Master Plan approved by the State Board of Education Montclair was authorized to accept 375 freshmen.

The increased number of applications will mean a higher degree of selectivity for incoming classes. It will also mean that many young people who have the qualities that will make good teachers must be turned away.

National Teachers Examinations

Seniors in the New Jersey State Teachers Colleges are required to take the National Teachers Examinations. This examination is administered to 6,608 seniors preparing to be teachers in teachers colleges, liberal arts colleges and universities.

Montclair seniors stood well above the norm on the National Teachers Examination. Only five percent of the Montclair students were in the lower quarter of the distribution, while thirty percent were in the upper quarter. On the weighted common examination total scores, seventy-one percent of the Montclair State Teachers College seniors scored above the mean of the National norm. The median score of all the seniors combined stood at the sixtieth percentile of the national norm. Business Education majors approximated the norm, the music majors were decidedly below, all other majors were well above.

The results of these tests would indicate that the Montclair students compare very favorably with other students preparing to be teachers.

Education for International Understanding

The college has had a long experience in international education. Shortly after the Language Department was organized in the late twenties a plan was developed for helping to finance language majors in a year Abroad. This custom has been continued down through the years as funds and the international political scene permitted.

In recent years the college has been successful in bringing to the campus a number of students from foreign lands. These students have been financed in a variety of ways, but in all cases the only expense to the State of New Jersey has been the cost of tuition. Through special permission from the Commissioner's Office work scholarships to the extent of tuition have been awarded to these students.

The results of the student-exchange program of the college have been very encouraging. Visiting students bring a background of education and customs that stimulate Montclair students to learn more about foreign countries. Montclair students who return from other lands bring to the campus an enriched attitude that benefits many of their colleagues.

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In addition to the student exchange program the college carries on a number of other activities in the field of international education. These activities are described in some detail in a special section of this report which was published by the Carnegie Foundation for International Peace.

Memorial Organ Fund

At the time that plans were being developed for the new auditorium on the Montclair campus it became known that the pipe organ in the Grand Ballroom of the Waldorf Astoria was for sale. Subsequent investigation and advice from experts indicated that the instrument would be well suited to the proposed auditorium. In light of the fact that the college has a music major and that facilities for this department consist of a temporary building it seemed wise to explore the possibilities of securing the organ as a much-needed additional facility.

It was quite obvious from the beginning that bond issue funds would not be available to purchase, rebuild and install the organ. A group of citizens in Montclair became interested in the project and as a result initial subscriptions were made and the organ was purchased for the college. The task now remained to raise the additional funds to rebuild and install the instrument.

At the close of the 1955 academic year the auditorium was under construction with space provided for the organ. A Memorial Organ Committee with sub-committees for the Faculty, Student Body, alumni and friends of the college was planning a drive for funds during the Fall of 1955.

Other Activities of the President

The position of college president carries with it these days a variety of responsibilities and activities. The demands upon the time of the president are frequent and varied. These demands carry through the evening hours and the weekends.

Besides many speaking engagements too numerous to mention, the president has carried on the following special activities:

Chairman of the Board, New Jersey Chapter, American Association for the United Nations.

Member of National Board, Executive Committee and chairman of the Camping Committee, Camp Fire Girls.

Member of National Personnel Committee, Boy Scouts of America.

Member, Board of Trustees, Montclair Art Museum.

Member, International Relations Committee, American Association of Colleges for Teacher Education.

Member, Educational Television Committee, American Council on Education.

Member of Executive Committee, New Jersey Council on Education.

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[illegible] Open Item

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[illegible]

Other Information on the Committee

[illegible]

[illegible] Committee, the Chairman of the Committee [illegible]

[illegible] Committee, [illegible]

[illegible] Committee, [illegible]

[illegible] Committee, [illegible]

[illegible] Committee, [illegible]

[illegible] Committee, [illegible]

[illegible] Committee, [illegible]

[illegible] Committee, [illegible]

Chairman, evaluation committee of American Association of Colleges for Teacher Education for the Albany State College for Teachers, Albany, New York, December 5 - 8, 1954.

Recommendations

I. The volume of work on the administrative level of the college has been constantly on the increase during recent years. The result of this increase is the diversion of more and more time and energy to routine work with less and less time given to the development of policy and creative activities. This trend is wasteful. It causes administrative personnel to become involved in tasks that could be carried on by high-grade clerks and administrative assistants.

The following recommendations, if carried out, would greatly improve the existing situation:

A. A full-time administrative assistant should be assigned to the President's office.

B. Additional clerical help is needed immediately in the following offices:
   1. Dean of Instruction
   2. Director of Personnel

C. An additional person, one half-time to begin with, is needed in the Personnel Division. The volume of work in this division has increased greatly in recent years with no comparable increase in staff.

D. Certain positions on the Civil Service staff need to be restudied in light of the expanded responsibilities and probably upgraded. This is especially true of:
   1. Business Manager
   2. Engineer in charge of Maintenance
   3. Food Service Supervisor

II The present administration building is badly in need of complete renovation and re-designing if it is to meet the changing needs of the college. If funds are not available from Bond Issue monies, then appropriations should be made to cover this item.

III The significant experimentation in educational television which the college carried on for a number of years has been suspended. This suspension of activity was necessary because the funds granted by the Fund for the Advancement of Education were exhausted and no funds were forthcoming from the State.

The need for continued experimentation in this field continues to be great. Other states are moving ahead in various ways to adapt this remarkable new medium to educational problems. New Jersey can ill afford to ignore these possibilities.

It is recommended that funds be allocated each year to carry on the significant work that has been started at Montclair.

Respectfully submitted,

E. DeAlton Partridge
President

EDP:fev

UNIVERSITIES AND WORLD AFFAIRS

Document No. 75
1 February 1955

MONTCLAIR STATE TEACHERS COLLEGE AND WORLD AFFAIRS

Carnegie Endowment for International Peace
United Nations Plaza at 46th St., New York 17, N. Y.

REPORT

ON

MONTCLAIR STATE TEACHERS COLLEGE AND WORLD AFFAIRS

I. INTRODUCTION

In September of 1952, Montclair State Teachers College was invited to participate in a study that the Carnegie Endowment for International Peace was undertaking on the significant topic, The Universities and World Affairs. At that time, the College was wholeheartedly engaged in an evaluation by the American Association of Colleges for Teacher Education, and it was felt that dividing our attention would not produce the best results for either group. Consequently, the question of participating in the Carnegie study did not come up again until the Fall of 1953.

The renewed invitation was accepted and at the suggestion of Dr. E. DeAlton Partridge, President of Montclair State Teachers College, the committee appointed to conduct the survey was to be a joint committee of faculty members working in close cooperation with members of the International Relations Club. Among the aims of Montclair, as a teacher-training institution, is the development of a sense of responsibility in its students and the furnishing of experiences that call for skills of expression and organization. These aims, plus the purpose of the survey itself, focused immediate attention on the International Relations Club, not only as an object of the study but as a natural participant.

All of the officers and some members of the Club served on the committee. Their contributions were important ones, and it was felt that the intent of making the study serve a two-fold purpose was fully realized. Not only did the students who worked with the committee derive the more obvious benefits from their participation, but most valuable from the point of view of prospective teachers was the necessity of analyzing international relations as a concept and helping to arrive at an idea of what constitutes a desirable and effective program of education for international understanding.

II. METHODOLOGY

The methodology employed in this survey included interviews with people directing the various activities dealing directly with international relations, a survey of the materials available in the library, a faculty questionnaire, and a student questionnaire submitted to seniors just back from twelve weeks of student teaching. This latter questionnaire was considered by the committee to be highly significant for the results of the survey since it asked for an appraisal of what had been gained in the way of international understanding during the four years of study at Montclair, not only in terms of personal en-

richment but also in terms of practical application during the student teaching experience.

III. THE CURRICULUM

Montclair State Teachers College is one of six New Jersey State Teachers Colleges. It has a student body of approximately 1100 and a faculty of about 90. It offers both an undergraduate and graduate program leading to the A.B. and A.M. degrees, with specializations in many of the fields of teaching, supervision, and administration related to the training of teachers for secondary schools. The granting of an Arts degree indicates that these programs not only meet the requirements of a professional school curriculum, but that the curriculum is also sufficiently broad to be comparable to that of a liberal arts college.

At present all six of the New Jersey State Teachers Colleges are engaged in a curriculum revision study that aims for the even closer integration of professional and general education. In one of its earlier reports to the faculties of the State Teachers Colleges, the General Education Committee listed as some of the objectives which they hoped would be embodied in a program of general education:

1. Regard and respect for people as individuals.

2. Understanding of and sensitivity to human interaction.

3. The sharing of the ideas and ideals of man through literature and the arts.

4. Sharing in the varied forms of cultural and cross-cultural expression - the arts, the folkways and the institutions which enrich personal experience and inter-personal communications.

5. An understanding of world cultures:
   a. Their historical development.
   b. The diversity of the problems arising from natural environment, political organization, social systems.
   c. The role of the scientific method, of the knowledge of the universe, of the application of science.
   d. The constant transition of world cultures, their complexity, their interrelatedness, their contributions to the areas of human knowledge, their effect upon human values.

These objectives were selected from the report as being particularly germane to the ideal of bettering international understanding.

IV. INSTRUCTION IN WORLD AFFAIRS

Montclair does not offer a separate major in the field of international relations. The student seeking a specialization in this area must make his selection within the general social studies program and from related courses in other departments. It is only on the graduate level that such specialization is possible. The interested student, however, is aided by two factors which are just as concrete in helping him to gain greater insight into international problems as the content of any specific course. These are, first of all, the guidance and encouragement of a faculty that is itself internationally-minded with foreign training, travel, and teaching experience. Its background is naturally reflected in its teaching. The second factor is the location of Montclair which makes it a part of metropolitan New York. Excellent transportation facilities place New York City within easy reach of the College, and students are able to take advantage of the many activities and functions which are a part of the everyday resources of a great cosmopolitan center and which forward international understanding. The United Nations is but forty minutes away. Its facilities are frequently made use of through field trips and seminars. The importance of both these factors will be brought out again in other sections of this survey.

As for actual instruction, the committee was interested mainly in those courses and activities which directly and purposefully taught international relations. For example, a course in the Drama including the study of foreign plays, but concerned with play construction or the history of the Drama, was not regarded as making any measurable contribution to international understanding. A category of courses "related to" or "peripheral to" international relations could include almost every offering. Therefore, the committee, recognizing the pervasive nature of today's world affairs, decided to limit its considerations to courses where the content and international relations sought each other out rather than passed each other by. In this, the committee was aided by the comments of the faculty questionnaire.

Perhaps most basic to Montclair's program of education for international understanding is the block of required freshman courses whose deliberate aim is to help the student understand his own environment by learning something of the multiple forces which have contributed to it over the ages. "Civilization and Citizenship," similar in many respects to courses in the development of western civilization, places its emphasis on the social process and its effect on the institutional growth of contemporary society. Comparisons are made with non-Western cultures. "World Literature," sometimes combined with "Civilization and Citizenship" into a double course, deals with the recurrent problems of man as expressed in literature that has endured for the very reason of its exposition of these universal problems. "The History and Appreciation of Art" is another attempt to bring about a better understanding by following man through the great cultural epochs and examining the institutions he has devised to satisfy his needs, this time through the creative medium of the Fine Arts. "Music Appreciation" is a general course designed to help the student enjoy the great works in this particular field. The international nature of music communication is stressed. Completing this core of cultural subjects is "Foundations of Language." Here, the student is not only made aware of the many origins of the English language, but is also introduced to other language patterns.

Little would seem more important today in preparing students to make sound judgments on international problems than to help them understand their physical world, the vast technological changes that are taking place daily, the ways in which these rapid scientific advances affect individual and world relationships, and the international cooperation and research that has gone into making these advances possible. To this end are directed the basic courses in "The Earth Sciences" and "Survey of Physical Science."

It is, of course, in the Social Studies Department that the greatest concentration of offerings in international relations may be found, though with the exception of "Civilization and Citizenship," already described, and "Contemporary American Life," they are only available to Social Studies majors and minors. "Contemporary American Life" represents an integration of what were formerly individual courses in economics, government, and sociology. In its present form students get a more realistic picture of the interdependence of these phases of our society. The approach used in considering current economic, political, and social problems in American life is to show them in relation to similar problems in other areas of the world. It must be added that this comparative approach is due essentially to the range of background and interests of those teaching the course. In the past, it has also been part of the course to arrange for students to meet in seminars with representatives of the United Nations.

Another important group which makes its contribution to international understanding is the series of European History courses which carry the student from the ancient world to the present day. More than the mere relating of the chronology of events, the series is designed to bring about a close study of the social, intellectual, economic, and political forces which have helped produce these events. The great social, political, and military upheavals of Europe are studied against the background of their world-wide impact. At the present time, "Europe Since World War I" is an elective. It is intended that it will become a requirement within the next two years. Parallel courses in American History are given which stress America's growth as a world power.

Several courses on the graduate level are available which deal with more specialized phases of international relations. While these may vary from year to year, depending on student demand, the following list includes those offered with more or less regularity:

Diplomatic History of the United States
Development of Russia
Contemporary World Affairs
Western Europe Since World War I
Latin-American Relations of the United States
The Middle East
The Development of Economic Institutions and Ideas
The History of Political Thought
Theories of Social Justice from Antiquity to Our Time
International Economic Relations

Other courses, which by their title and subject matter, ought to be on this list are offered too infrequently for inclusion.

In the Geography Department almost every course not dealing exclusively with the geography of the United States might be said to make a contribution to international understanding. The educational philosophy of the Geography Department is based on the premise that a foundation in geography creates the knowledge that makes for respect, sympathy, and understanding among the peoples of the world. Moreover, it is essential to an understanding of many of the problems that are making news today, such as those involving regional defense pacts, regional industrial or agricultural projects, tariff disputes or agreements, and cultural changes resulting from the inroads of Western technology.

Because geography is not regularly taught in the senior high schools in New Jersey, Montclair does not offer a major in the subject. Geography minors are required to take, in addition to "The Earth Sciences," "Climatology," "Geography of the Western Hemisphere," "Geography of Eurasia," and "Economic Geography."

Mostly for graduate students and offered according to the same system of rotation that prevails in the Social Studies Department are the following courses:

Economic Geography of Caribbean America
Economic Geography of South America
Economic Geography of the British Isles
Economic Geography of the USSR
Political Geography
Geography of Africa, Australia, and New Zealand

As with the study of a foreign language, courses in the literature of another country tend to arouse some appreciation of the culture and customs of that country, even if somewhat obliquely. But again it must be pointed out that however slight or pertinent the relationship to international relations may be, a subject taught by a person with an international outlook could make a real contribution to international understanding while the same material in the hands of a person of isolationist tendencies could have a very negative effect.

Three Oxonians, Rhodes scholars, among the English faculty, as well as others who have studied or lectured abroad, make this Department particularly outstanding from the aspect of teaching for international understanding. However, in keeping to a consideration of those courses in which the world view is more than just incidental, the list of English and Literature courses would include:

Survey of British Literature
The Victorian Novel
The Victorian Poets
British and American Biography
Theatre and Society
Eighteenth Century Literature
Philosophy of Great Literature
Literature and Art in Western Culture

As for foreign languages, Montclair presently teaches only two modern languages, French and Spanish, and Latin. These are the languages in demand in the high schools. The Department has engaged successfully in experiments in the teaching of foreign languages and carries on an exchange program with French and Spanish speaking countries in Europe, the Americas, and Canada. In addition to instruction in language, students are required to take courses in the literature, history, and culture of France, Spain, and Latin America. This qualitative program is conducted by a relatively small staff which includes two natives of France, one of Spain, one of Germany, and one who did graduate work at the University of Mexico and received her A.M. from the Middlebury Graduate School of Spanish in Madrid.

Any tabulation of the number of students taking the various courses described above would not be as meaningful as a similar table from other colleges. During the past several years, Montclair, which is normally dedicated to training teachers for the secondary schools, has been helping meet the emergency for elementary school teachers. With this additional preparation, the number of electives has been severely curtailed and, beyond the required courses in general education, there has been little opportunity to take courses outside one's own major and minor field. Thus, while many students find adequate access to courses in international affairs within their own academic department, many others do not.

It is recognized that even if the elective system were entirely free, need and interest would still be the important factors in the selection of courses, and students could still complete four years without taking more than the basic requirements in world affairs courses. Nevertheless, with a greater choice, the likelihood of more people taking these courses would be considerably enhanced. With the emergency program coming to an end, that likelihood will become a reality within a year or two.

V. INSTITUTES AND FIELD STUDIES

Realizing that world understanding can best begin in our public schools, Montclair State Teachers College has pioneered in the institute and workshop types of course offering for the in-service training of teachers.

The first of these institutes was organized twelve years ago in cooperation with the China Institute of America. The impetus for this venture came from a group of Montclair citizens who had more than a passing interest in China and its people. Providing the guidance and administrative detail, this citizen group now functions as a Board of Trustees. The College furnishes its facilities and maintains over-all supervision through a faculty member designated as College Coordinator. Chinese scholars presently on the staff of leading universities are invited to lecture on various aspects of Chinese history and culture. Since its inception, hundreds of teachers have attended these two-week summer school programs.

Five years ago, in view of the success of the China Institute, a new course centering on the work of the United Nations was introduced into the summer program of Montclair. As in the China Institute, the students meet six days a

week, eight hours a day. While College and community resources are used whenever possible, outstanding authorities are invited to the campus. Mostly they are provided by the Department of State, the Secretariat of the United Nations, the United States Mission to the United Nations, as well as the foreign delegations to the United Nations. Inasmuch as these institutes are primarily in-service training programs for teachers, the main purpose is to train them in the effective use of related materials and techniques in the actual classroom situation. Thus, the aim of the College is not to train experts in the United Nations, but experts in the teaching of the United Nations for the public schools.

A very important by-product of the institute programs is the bridging of the gap between the school and the community. The very considerable support of local and state organizations, private citizens, business and labor leaders, is not only an invaluable asset assuring the success of the institutes, but it also diffuses throughout the state an awareness of a Far Eastern culture in one instance and the United Nations, its objectives, accomplishments, and problems, in the other instance. In this way, international education is disseminated into an ever widening circle of community agencies.

Unfortunately, both the China and United Nations Institutes are offered only in the summer. The library collections for these groups are kept available throughout the year. Otherwise, regular undergraduate students receive few benefits from these worthwhile programs.

In 1932, the Bureau of Field Studies was organized by the College. It was dedicated to the principle that an integrated human study of a region is more significant when conducted in the area itself than in a classroom. Tours were conducted to various parts of the United States, where students were given the opportunity to study the geography, history, and the social-economic-political life of the region.

Four years ago, the Bureau expanded its operations by offering trips to four foreign areas: The West Indies, Canada, Mexico, and Puerto Rico.[1/] Under the able leadership of the Bureau's Director, an historian and political scientist, the students have received first-hand knowledge of the problems confronting our northern and southern neighbors.

Since there has been a considerable influx of Puerto Rican immigrants into the metropolitan area in recent years, special emphasis has been placed on the geo-economic difficulties of the Puerto Rican homeland. The public school teacher can thus return to her classroom armed with self-ascertained facts, prepared to battle effectively against community prejudices.

Of the hundreds of public school teachers who have participated in this program, it is believed by competent observers that the vast majority have gained new insight into the relationship of the United States to the tropical states to the South.

1/ It might be argued that Puerto Rico is part of the United States and, therefore, should not be classified as foreign. It is our thesis, however, that ethnically, socially, geographically, and historically, Puerto Rico is as foreign as any other Caribbean state.

VI. EXCHANGE OF STUDENT PERSONNEL

No more direct and effective way of building better international relations could be found than through personal contacts and personal experiences. The Montclair Plan for Study Abroad is designed to bring about such experiences. Though participated in by a relatively small number, its benefits extend far beyond these few.

Starting in 1929, the number of students studying abroad each year soon came to represent more than half the language majors who had completed their junior year. During the war, students could only be sent to Mexico, South America, and Canada. The full program was resumed in 1949 but high costs have continued to limit the total number involved. At present, only an average of four or five are sent each year to the various countries. The qualitative aspect remains, however, for this has never been a program which merely allowed the student to take courses designed for foreigners or to live in quarters reserved for foreigners alone.

The students are sent to a university center. They are asked to take courses with the native students rather than the courses for foreigners. In Spain, they live in a house chosen for its cultural background, a family in which there is a person of their own age. In France, each one goes to a different normal school, and they are required to live the life of a French student. They are asked not to expect special privileges, but to adapt themselves gracefully to the life of the people whose guests they are.

From the very first, our students share intellectually with French or Spanish students, and they approach problems from the French or Spanish point of view. The American students find themselves immersed in a French or Spanish cultural complex. At every stage of their learning, similarities and differences in customs and beliefs are stressed so that these become understandable, natural, human, but never outlandish.

The program is financed in part by the Foreign Language Department which presents folk festivals and similar programs for the high schools of New Jersey. In 1953, the Spanish Fiesta was repeated at New York University for New York City students. Scholarships, exchange plans and personal funds provide the remainder.

Antagonisms from exposure to another culture may, of course, result, but our program measures its success by the friendly and understanding attitudes of all the people who have returned from their year abroad, as well as by their increased fluency in the language they are to teach.

It could only be considered half a program if students were sent out to foreign countries and no foreign students came to Montclair. Such, happily, is not the case and each year Montclair receives students who come to us from Europe, the Philippine Islands, Hawaii, and the Middle East. They come to us on several bases.

The applications of some are self-initiated, usually under an arrangement approved by the State Department of Education, whereby scholarship aid is offered

in exchange for talks to school and community groups. For the most part, however, students come to Montclair under governmental or community auspices. Utilizing the provisions of the United States Information and Educational Exchange Program and the Fulbright Act, foreign students may come under one of two plans. Both are implemented by the Institute of International Education which serves as a clearing-house in the final selection of students.

One plan is known as the French Normal School Project. It provides for a full government grant covering all fees with transportation being paid for by Fulbright funds. The second plan is carried out with the assistance of the Overseas Neighbors Group in Montclair, who every year help send to the College one or two students from Graz, Austria. Here, again, tuition fees are met by the students giving talks to various groups. Travel expenses are paid for by Fulbright grants and living expenses are borne by the Graz Overseas Neighbors.

Foreign students from the Middle East have also come to Montclair through subsidies granted by UNESCO, while others from the University of Reading in England have come under personal exchange arrangements with students from Montclair.

In almost all cases, foreign students are called upon to address local clubs and organizations. This, we feel, is one of the most important parts of the Student Exchange Program. It is, of course, a worthwhile experience for the student to participate in the campus life of a small American college. That experience is one of the reasons for his coming. But it becomes all the more beneficial for everyone concerned when the student is given an opportunity to play the role of ambassador beyond the limits of the campus. These talks have done a great deal of good in building better understanding, in clearing up misconceptions, in diffusing cultural knowledge. In addition, many of the foreign students have been willing to help in educational experiments. Recently, wide recognition was extended the experiment which sent a student from France into an Upper Montclair Elementary School to teach French to first and second graders. In this case, a double cause was being served, both important to international understanding.

VII. THE FACULTY

In any evaluation or assessment of the role of an educational institution in the realm of idea or attitude development, there is no arguing the fact that the training and experiences of the faculty are a prime consideration. Staff members who have studied abroad or visited foreign countries or who are actively engaged in organizations internationally oriented can, by their greater understanding and knowledge, be vital elements in a school's attempt to foster international understanding. Consequently, a questionnaire (see Appendix II) was prepared and circulated among the faculty. Though little more than half replied, it was felt that a fairly reliable cross-section of the various departments was obtained. On the whole, it may be assumed that those faculty members who are interested in international relations or who have lived or studied abroad would evince a greater interest in completing the questionnaire.

A rather large number of Montclair's faculty have travelled beyond our continental shores, 81% of the completed questionnaires indicating foreign travel.

Although some of this travel occurred with the Armed Forces, the overwhelming percentage was non-military travel. Europe was the greatest single attraction, with Canada and South America following. A few visited Asia. In view of the current world situation, the paucity of contacts with Asia is unfortunate, while the almost complete absence of personal contacts with Africa is somewhat disconcerting.

Whether one travels abroad as a sightseer or as a professional will condition to a great extent the end result of this enriching experience. Nine faculty members reported overseas study; 3 in England; 4 in France; 1 in Germany; and 1 in Spain and Mexico. Actually, many others who did not report have also taken courses of study abroad or are products of foreign universities. In addition to those who studied abroad are five faculty members who have lectured at various institutions on the European continent. These include the Universities of Muenster, Vienna, Innsbruck, Berlin, Munich, Salzburg, and Oxford. Non-teaching experiences include the following:

1. Curriculum Consultant, Santiago School System, Santiago, Chile
2. Membership on a United Nations Statistical Quality Control team which visited India in the Fall of 1952; the same person is now on a year's leave as a quality control expert in Western Europe
3. Member of the medical staff of Ryder Hospital, Humacao, Puerto Rico
4. Editor of The Bavarian, a weekly devoted to fostering better relations between the Military Government and Germany
5. Conductor, Symphony Orchestra, for the South German Radio

Any institution of higher learning can be a tremendous intellectual asset to the community in which it is located. The rich academic backgrounds of the faculty can be utilized to interpret and explain the complexities of the modern world to community groups. This acquired insight can be translated into a more intelligent and critical evaluation of current events. Twenty-five percent of those reporting have stated that they have lectured to local or state groups on foreign affairs within the past few years. More impressive is faculty leadership and membership in community organizations dedicated to an improvement of world understanding, such as The American Association for the United Nations, World Federalists, Cosmopolitan Club, Overseas Neighbors, Council of World Friendship, etc. Moreover, membership was reported in service clubs, fraternal organizations, and church groups which occasionally concern themselves with foreign affairs.

Instituted as a secondary-teacher training center, it is obvious that opportunities for faculty research in the field of international relations are more limited than in large universities. Because of the nature of our institution, the faculty is hindered by lack of funds, a primarily undergraduate program, and inadequate research facilities. Nevertheless, within the last three years some significant contributions have been made by faculty members. Some of these special projects are:

1. Articles on Finland
2. Article on Puerto Rico
3. Article on English education
4. United Nations Report on Quality Control in India
5. College textbook on Government
6. Translation of Ernst Cassirer's The Platonic Renaissance in England

In addition, such projects as the following are now in progress:

1. American reaction to the rise of National Socialism in Germany
2. A history of education
3. A fictionalized biography aimed at the improvement of Italo-American relations

VIII. THE LIBRARY

The twin problems of limited space and limited funds have probably imposed themselves more heavily on the library than on any other facility at Montclair. The inadequacies have long been recognized and it is hoped that the current expansion program will see an alleviation to the problem of physical accommodations, at least.

Of the approximately 70,000 titles, only 1,000 deal directly with international affairs. There is a special section of books about China, collected mainly for use by the China Institute but available to all. There is a growing collection of books on the Middle East. Constant and careful attention is given to the selection of new titles in the field of international relations which would make significant additions to the library. Books dealing with Latin America and Asia, for instance, are being especially requested by the Social Studies Department. Part of this is due to increased interest in these areas; part to an anticipated expansion of the institute program. But while the situation may be improving, there are still many gaps to be filled.

In the matter of periodicals and year books, the picture is much brighter. Fifty of the three hundred magazines subscribed to are magazines that are primarily concerned with world affairs. They include the more popular magazines as well as those that would be described as scholarly. The list also includes several foreign language publications. A great deal of valuable material from the various embassies and consulates is received and made available to the students. There is a highly satisfactory collection of materials of all kinds about and from the United Nations and its specialized agencies to be found in the Montclair Library. It receives many of the publications of the Royal Institute of International Affairs, and the Carnegie Endowment for International Peace. The library subscribes to four newspapers of international reputation, The New York Times, The New York Herald Tribune, The Christian Science Monitor, and The Manchester Guardian.

IX. EXTRA-CURRICULAR ACTIVITIES

While the activities program at Montclair is a very full one, the Language Club and the International Relations Club represent the few activities which are entirely devoted to the furtherance of knowledge about world problems and world cultures in the hope of creating better understanding. The French and Spanish Clubs, through their programs, not only support scholarship funds, but help to heighten the appreciation of these two cultures. The knowledge disseminated, however, is mainly cultural and social, and pertains to those areas where French or Spanish are the dominant tongues. Broader in geographical scope and focused more on political and economic questions are the interests of the International Relations Club. There are some discussion groups on the campus but their interests are diffuse and only occasionally center on world affairs. The IRC concentrates all its efforts in planning programs and carrying on projects that bring the attention of the students to the international scene. They help to point up the crisis areas of the world and point out some of the alternate solutions that have been proposed. Mostly, their meetings are of the speaker and discussion variety, but they have had debates, panels and have sponsored election meetings at which rival candidates were asked to address themselves to the question of United States foreign policy. They have also sponsored book drives for the libraries of foreign universities, though this type of activity has never met with too much success. A far more successful project was the sale of UNICEF greeting cards. Their assistance in outlining and drawing together the material for this survey has already been described. It is one of the things that has been of considerable interest to the members of the Club.

More accurately pertaining to curricular activities but an irregular part thereof would be the student assemblies. Several in the past have dealt with the United Nations or featured the contributions in music and dance of other countries. The administration has also brought before the student body outstanding lecturers who have talked on matters of international import. More of these assemblies are being planned for this semester.

X. RECOMMENDATIONS AND SUMMARY

The conclusions that come out of this survey are many. Distilled down to one or two generalizations, it might be said that when pieces of the curricular and extra-curricular offerings at Montclair are put together there emerges a picture of a program for an improved understanding of world affairs that does credit to this College. Much of it is due to geographic circumstances and faculty orientation, but the greatest part is due to the attention given at Montclair to general education. It is true that the program goes down hill after the sophomore year when specialization sets in, though this could also be said of most colleges. At Montclair, it has been further complicated by the double curriculum imposed by the elementary school emergency. The latter problem is on its way to being solved. The opening up of more electives would solve in part the problem of general education too, in that there would be more opportunity in the junior and senior years to take more courses in international relations.

The questionnaire that was prepared for the senior students (see Appendix I) brought out this information: Asked if they thought they had received preparation in world affairs adequate for their student teaching, eighty-one replied affirmatively, forty-three replied negatively. Among the recommendations made by the seniors were the following:

1. More courses in Comparative Government
2. Courses on the United Nations
3. Courses in Current Events and how to interpret the news
4. History courses on Asia and Latin America to supplement those in the geography of these areas
5. Workshops in International Relations
6. Foreign language requirements for all students

The facilities most highly regarded by the seniors were the United Nations seminars, the International Relations Club, the Student Exchange Program, the Student Assemblies, the Language Clubs, and the films shown by the Visual Aids Department.

All in all, the consensus of the senior questionnaire would seem to be the same as that of the survey. There is a need for more offerings in the field of international relations, to be made available to all students. There is a need for better library and research facilities. Despite these limitations, however, Montclair State Teachers College has made excellent use of the resources available to it. It has made, and continues to make, important contributions to the understanding of world affairs for teachers not only in the field of the social studies but in the other curricula as well.

The Survey Committee:

Germaine P. Cressey

Bertrand P. Boucher

Philip S. Cohen, Chairman

November, 1954.

APPENDIX I

QUESTIONNAIRE TO THE SENIORS
21 May, 1954

To the Seniors:

Replies to the following questions are being solicited in conjunction with a survey that Montclair State Teachers College is conducting at the request of the Carnegie Endowment for International Peace. The purpose of the survey is to find out what is being done at Montclair and other selected institutions of higher learning both here and abroad to further the teaching of international affairs. As seniors returning from your first prolonged teaching experience, we feel you are in the best position to give answers to the basic question, "How much has Montclair contributed to your understanding of world affairs?"

.....

1. What courses have you taken at Montclair that have helped you gain an understanding of international affairs?

2. What activities that you have participated in while at Montclair have given you a better insight into international affairs?

3. What facilities available at Montclair help most to improve one's understanding of international affairs?

4. Were these preparations in international affairs adequate for your student teaching?

5. What courses, activities, or facilities would you recommend to prepare students better in the teaching of international affairs?

APPENDIX II

QUESTIONNAIRE TO THE FACULTY

May 21, 1954

To the Faculty:

Montclair State Teachers College has been selected by the Carnegie Endowment for International Peace to conduct a survey of its contributions to the furtherance of an improved understanding of international relations. It has also asked other institutions of higher learning, both here and abroad, to make a similar study.

The Endowment believes that the background in international relations of faculty members is an important aspect of this survey and has asked us to supply general answers to the following questions.

Would you please return this form by Friday, May 28, to either Box 347 or 382.

Philip S. Cohen
Bertrand P. Boucher

.....

1. What courses do you regularly teach that in any way promote international understanding? Indicate whether these courses are completely, partially, or slightly related to international affairs.

2. Are you a sponsor or member of any campus or off-campus organization which is primarily concerned with international affairs? List organization and status.

3. Have you taken any courses of study abroad? List institutions and dates.

4. Have you traveled or resided in foreign countries? List countries and dates.

5. How much of this travel was with the Armed Forces?

6. While abroad, did you do any teaching, lecturing, or in any way serve as advisor or consultant? If so, list countries, dates and official position.

7. Have you done any lecturing before groups outside of the College on the subject of international affairs? If so, please specify subject, organization, and date.

8. Have you ever served as editor of a journal, or member of a board or committee, primarily concerned with some aspect of international relations? If so, please specify organization and dates.

9. Have you completed any research study or article bearing on world affairs within the last five years? If so, please specify.

10. Was this study published? If so, please give place and date.

11. Have you any research in progress now in the field of world affairs? If so, please specify.

12. Please add any other information that you feel would be of value to this survey which has not been covered by any of the above questions.

1954-1955 FACULTY AND STAFF CHANGES

Faculty Appointments First Semester

Vera B. Davis	2/3 time substitute Instructor in Mathematics.
Russell Hayton	2/5 time Instructor of Music (organ) and Choirmaster of the College.
Louis Marck	Substitute Instructor in French and Linguistics.
Catherine D. McAndrew	3/5 time Instructor of Speech.
Bruce E. Meserve	Associate Professor of Mathematics.
Dorothy A. Sked	Instructor in Library, serving as College High School Librarian.
Phyllis Jane Warren, later Mrs. Lawrence	Assistant to Director, College High School, and Asst. Instructor of Physical Education for Girls.
Celeste R. Watson	Part-time Instructor in Home Economics 1st Sem.

Faculty Members Returned from Leaves of Absence

Alden C. Coder - Leave for Study	Asst. Professor, Health, Physical Education & Recreation.
George W. Kays - Military Leave	Assistant Professor, Mathematics.
Angeline K. Ludman - Study Leave	Instructor of Vocal Music.

Faculty Members on Leave during 1954-1955

Paul C. Clifford	Associate Professor of Mathematics.
Mathilda S. Knecht	Instructor of Language - Linguistics.
Edward J. Ambry - 2nd Semester	Assistant Professor of Education.
Mowat G. Fraser - 2nd Semester	Professor of Education & Department Head.

Staff Appointments

Elizabeth H. Pettegrove, appointed Sept. 16, 1954.	Sr. Clerk-Stenographer, College High School Secretary (1/2 pay from State, part from C.H.S. funds).
Enid W. Schuette, appointed Sept. 20, 1954.	Sr. Clerk-Stenographer - 1/2 time - Secretary in Integration Department & Placement Office.
Irene M. Fennon, appointed Oct. 16, 1954.	Dormitory Hostess (Civil Service Title of Housekeeper).

Faculty Appointments Second Semester

Katharine B. Hall	Associate Professor of Home Economics and Head of the Department. (1/3 time for this semester, then full time in the fall of 1955 and thereafter.)
Jerome Seidman	Substitute Assistant Professor of Psychology and Education; later received permanent appointment.
Celeste R. Watson	Instructor, full-time, serving as Supervisor of Student Teachers.

Faculty Resignations, Deaths & Separations - June 30, 1955, if not otherwise noted.

Donald O. Thomas, passed away on April 30, 1955	Assistant Professor, Business Education.
Vera B. Davis	Part-time substitute Instructor, Mathematics.
George W. Kays, resigned on August 5, 1955.	Assistant Professor, Mathematics.
Louis Marck	Substitute Instructor in French & Linguistics.

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[illegible]

[illegible]

[illegible]

1954-1955 FACULTY AND STAFF CHANGES
(Continued)

Faculty Resignations, Deaths & Separations (Continued)

Catherine D. McAndrew	Part-Time Instructor of Speech.
Filomena C. Peloro	Instructor of Spanish.
Celeste R. Watson	Instructor, serving as Supervisor of Student Teachers.

Staff Resignations

Mary Jane F. Josso, May 15, 1955	Switchboard Operator & Clerk Typist.
Leah S. Martin, Oct. 10, 1954	Dormitory Hostess (Civ.Ser. title - Housekeeper).
Enid W. Schuette, June 30, 1955	Secretary in Integration Dept.-Placement Office.

FACULTY 1954-1955

ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Full-Time Members of Faculty - Fall Semester

Degree	1950-1951		1951-1952		1952-1953		1953-1954		1954-1955	
	No.	%	No.	%	No.	%	No.	%	No.	%
Doctor's degree or Equiv. Preparation	42	55%	43	54%	43	49%	44	51%	46	53%
60 Semester-Hours of Graduate Study	25	32%	22	28%	27	31%	30	35%	27	31%
Master's Degree or Equiv. Preparation	8	10%	13	16%	14	16%	9	10%	10	11%
Bachelor's degree	1	1%	1	1%	2	2%	2	2%	3	3%
M.D. degree	1	1%	1	1%	1	1%	1	1%	1	1%
Totals	77	99%	80	100%	87	99%	86*	99%	87	99%

Note: The President and Dean of Instruction are included in the above data. In 1954-55 Mr. Clifford and Mrs. Knecht were on leave but were counted rather than their substitutes, Mr. Clifford having only a part-time substitute. In 1953-54 the substitutes were counted: Messrs. Brown and Hammer, Drs. Phipps and Lutz. However, Mrs. Ludman had two part-time substitutes and neither she nor they were counted, making one less person.

PROFESSORIAL RANK PERCENTAGES FOR FULL TIME FACULTY
Fall Semester

Rank	No.	Percentages
Professor	15	18%
Associate Professor	18	21%
Assistant Professors	29	34%
Instructors	21	25%
Assistant Instructors	2	2%
Totals	85	100%

The President and Dean of Instruction are not included.
All permanent faculty members on leave were counted, but not their substitutes.

DATA ON ENROLLMENT

Table I - Spring Enrollment in Freshman, Sophomore, Junior and Senior Classes by Men and Women for the Five-Year Period Beginning February 1, 1951 and ending February 1, 1955.

Class	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955
Freshman					
Men	114	90	103	85	150
Women	136	168	139	196	202
Total	250	258	242	281	352
% of Grand Total	25%	27%	27%	30%	35%
Sophomores					
Men	89	113	72	84	74
Women	149	128	146	137	162
Total	238	241	218	221	236
% of Grand Total	24%	25%	24%	24%	23%
Juniors					
Men	89	79	109	74	81
Women	167	133	116	135	126
Total	256	212	225	209	207
% of Grand Total	26%	22%	25%	22%	20%
Seniors					
Men	121	93	84	108	86
Women	126	164	137	118	138
Total	247	257	221	226	224
% of Grand Total	25%	26%	24%	24%	22%
GRAND TOTAL	991	968	906	937	1019

Table II - Spring Registration by Counties for the Period from February 1, 1951 to February 1, 1955

County	1950-1951			1951-1952			1952-1953			1953-1954			1954-1955			Percent Distribution 1954-1955
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Atlantic	4	6	10	6	7	13	6	6	12	5	3	8	5	4	9	0.9%
Bergen	72	72	144	65	90	155	60	83	143	58	78	136	52	86	138	13.5
Burlington	1	-	1	1	-	1	1	-	1	1	2	3	-	3	3	0.3
Camden	1	8	9	1	4	5	2	1	3	2	-	2	2	-	2	0.2
Cape May	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	0.0
Cumberland	-	3	3	1	5	6	2	5	7	1	8	9	1	4	5	0.5
Essex	145	210	355	133	201	334	122	181	303	112	212	324	158	234	392	38.5
Gloucester	-	3	3	-	2	2	-	1	1	-	1	1	-	-	-	0.0
Hudson	48	67	115	43	56	99	50	57	107	55	67	122	57	73	130	12.7
Hunterdon	1	1	2	-	1	1	-	-	-	1	1	2	1	3	4	0.4
Mercer	-	1	1	-	-	-	-	-	-	-	1	1	-	-	-	0.0
Middlesex	8	12	20	6	12	18	2	10	12	4	14	18	6	19	25	2.4
Monmouth	12	27	39	8	27	35	8	23	31	9	17	26	8	17	25	2.4
Morris	19	23	42	28	26	54	30	21	51	23	18	41	19	17	36	3.5
Ocean	5	10	15	5	9	14	6	6	12	4	9	13	5	2	7	0.7
Passaic	61	76	137	49	90	139	48	88	136	45	90	135	40	101	141	13.8
Salem	1	-	1	-	2	2	-	2	2	-	2	2	-	3	3	0.3
Somerset	2	2	4	1	3	4	-	-	-	1	-	1	1	1	2	0.2
Sussex	4	5	9	3	4	7	4	4	8	5	2	7	4	2	6	0.6
Union	26	47	73	20	52	72	23	49	72	22	56	78	31	50	81	7.9
Warren	1	3	4	3	2	5	3	1	4	3	2	5	1	5	6	0.6
Out-of-State	2	1	3	2	-	2	1	-	1	-	3	3	-	4	4	0.4
TOTALS	413	578	991	375	593	968	368	538	906	351	586	937	391	628	1019	99.8%
% Increase or Decrease			-9.4%			-2.3%			-6.4%			+3.4%			+8.7%	

Table III - Number of Freshmen Admitted over Five Year Period

Year	Men	Women	Total
1950-1951	150 (Sept. only)	157 (Sept. only)	307
1951-1952	126 (Sept. only)	192 (Sept. only)	318
1952-1953	127 (Sept. only)	167 (Sept. only)	294
1953-1954	115 (Sept. only)	218 (Sept. only)	333
1954-1955	166 (Sept. only)	230 (Sept. only)	396

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1950-51	5	12	33	16	66 (Includes 13 former M.S.T.C. Students.)
1951-52	4	14	25	25	68 (Includes 17 former M.S.T.C. Students.)
1952-53	4	7	18	13	42 (Includes 20 former M.S.T.C. Students.)
1953-54	6	14	22	15	57 (Includes 30 former M.S.T.C. Students.)
1954-55	5	5	27	27	64 (Includes 29 former M.S.T.C. Students.)
TOTAL	24	52	125	96	297 (Includes 109 former M.S.T.C. Students.)

Table 171 - Number of financial institutions over five-year intervals

Year	Bank	Trust	Total
1950-1955	120 (Dept. only)	127 (Dept. only)	247
1955-1960	136 (Dept. only)	132 (Dept. only)	132
1960-1965	139 (Dept. only)	137 (Dept. only)	276
1965-1970	112 (Dept. only)	141 (Dept. only)	253
1970-1975	104 (Dept. only)	170 (Dept. only)	274

Table 172 - Bankruptcy statistics on commercial financial institutions over five-year intervals

Year	Banking	Insurance	Non-bankruptcy	Liquidation	Total
1950-51	5	12	15	14	46 (Including 3 Trust Companies, 1.A.T.C. Insurance, Including 11 Insurance)
1955-56	4	14	20	21	59 (Including 22 Insurance, 1.A.T.C. Insurance)
1960-61	1	7	14	15	42 (Including 20 Insurance, 1.A.T.C. Insurance, Including 20 Insurance)
1965-66	3	15	17	12	47 (Including 20 Insurance, 1.A.T.C. Insurance)
1970-71	5	1	17	17	40 (1.A.T.C. Insurance)
TOTAL	18	49	103	79	247 (Including 117 Insurance, 1.A.T.C. Insurance)

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1950-51		1951-52		1952-53		1953-54		1954-55		Totals		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Lack of Funds	8	3	7	5	7	3	6	2	3	6	31	19	50
Health	2	2	2	5	4	7	1	2	5	9	14	25	39
Transfer to other School	8	11	10	8	7	2	5	11	8	5	38	37	75
Marriage	-	10	-	8	-	4	-	2	-	2	0	26	26
Family Reasons	1	5	4	9	2	4	3	3	3	5	13	26	39
Dropped (Dismissals)	7	7	11	15	17	6	16	22	13	12	64	62	126
Not Interested in Teaching	7	8	3	1	2	5	7	6	7	7	26	27	53
Moved from State	-	-	1	1	1	4	2	2	1	3	5	10	15
U.S. Mil. Service	34	1	18	-	9	-	10	-	9	0	80	1	81
Death	-	-	-	-	-	-	-	-	-	-	-	-	—
Employment	4	5	4	4	4	5	2	5	2	6	16	25	41
Miscellaneous & Not Given *	*11	15*	*5	3*	-	-	-	-	1	2	17	20	37
Total by M. & W.	82	67	65	59	53	40	52	55	52	57	304	278	582
GRAND TOTAL	149		124		93		107		109		582		

* Miscellaneous & Not Given figures for 1950-51 and 1951-52 include those who failed to register.

Table 7 – Withdrawals and Losses for students who Pass Their Trades

Trade	1970-71		1971-72		1972-73		1973-74		1974-75		Totals		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Lack of Funds	8	3	7	5	7	1	4	2	3	4	30	15	45
Health	2	1	2	2	4	7	1	2	2	2	11	15	26
Transfer to other School	8	11	10	6	7	2	3	11	6	3	34	33	67
Marriage	–	10	–	–	–	4	–	3	–	1	0	18	18
Family Reasons	1	2	1	7	7	4	1	3	1	2	11	18	29
Pregnancy (Unmarried)	1	1	10	10	11	1	14	20	11	13	46	45	101
Not Interested in Training	7	1	1	1	2	2	7	4	7	7	24	17	41
Found Other Work	–	–	1	1	1	1	2	2	1	1	5	6	11
C.M. with. Injuries	10	1	14	–	3	–	10	–	1	0	38	1	41
Other	–	–	–	–	–	–	–	–	–	–	–	–	–
Unknown	1	2	4	4	4	2	2	2	2	4	14	15	29
Disqualifications i.e. Not Cleared *	40	12	17	10	–	–	–	–	1	1	17	10	27
Totals by F. i.e.	78	37	55	36	43	24	52	52	32	27	194	176	370
Grand Totals	107		91		67		107		59		370		

* Disqualifications i.e. Not Cleared
for 1970-71 and 1971-72 includes those
who failed to register.

Table VI - Student Enrollment by Majors as of February 1st of Each Year in Five Year Period

Department	1950-51	1951-52	1952-53	1953-54	1954-55
Business Education	166	156	144	136	147
English	200	208	184	205	211
Fine Arts	--	--	--	--	17
Home Economics	--	--	--	---	14
Industrial Arts	--	--	--	--	23
Language	114	110	93	92	91
Mathematics	127	118	108	99	94
Music	67	55	46	49	53
Science	84	77	81	86	85
Social Studies	207	207	214	235	245
Speech	26	37	36	35	39
TOTALS	991	968	906	937	1019

Table VII - Percentages of Total Number of Students Enrolled in Each Major Each Year

	1950-51 % of Tot.	1951-52 % of Tot.	1952-53 % of tot.	1953-54 % of Tot.	1954-55 % of Tot.
Business Education	17%	16%	16%	14½%	14%
English	20%	21%	20%	22%	21%
Fine Arts	--	--	--	--	2%
Home Economics	--	--	--	--	1%
Industrial Arts	--	--	--	--	2%
Language	11%	11%	10%	10%	9%
Mathematics	13%	12%	12%	10½%	9%
Music	7%	6%	5%	5%	5%
Science	8%	8%	9%	9%	8%
Social Studies	21%	21%	24%	25%	24%
Speech	3%	4%	4%	4%	4%

Table VI - Standard deviations of burden as of December 31st of three years in five major services

Department	1950-51	1955-56	1960-61	1965-66	1970-71
Business Operations	146	158	164	130	140
Medical	870	906	749	865	723
Fire Arms	—	—	—	—	17
Home Economics	—	—	—	—	14
Industrial Arts	—	—	—	—	59
Language	115	120	97	92	8
Mathematics	127	132	120	89	14
Music	47	59	54	58	73
Science	38	47	51	54	47
Social Studies	107	117	101	872	140
Women	34	37	34	32	37
Total	784	968	1,368	1,97	1,072

Table VII - Comparisons of total losses or overloads resulting in each school year from

	1950-51 % of Tot.	1955-56 % of Tot.	1960-61 % of Tot.	1965-66 % of Tot.	1970-71 % of Tot.
Business Operations	17%	12%	12%	12%	10%
Medical	89%	81%	45%	49%	41%
Fine Arts	—	—	—	—	1%
Home Economics	—	—	—	—	1%
Industrial Arts	—	—	—	—	3%
Language	12%	11%	12%	7%	7%
Mathematics	12%	14%	13%	10%	8%
Music	7%	6%	5%	5%	5%
Science	4%	5%	4%	3%	4%
Social Studies	21%	21%	8%	14%	12%
Women	3%	3%	3%	3%	3%

Table VIII - Analysis of Enrollment by Curricula for the Year 1954-1955, as of Spring 1955

Department	Year in College 1st	2nd	3rd	4th	Total	Sex M	W
Business Education	44	32	38	33	147	90	57
English	57	67	41	46	211	26	185
Fine Arts	16	1	0	0	17	3	14
Home Economics	14	0	0	0	14	0	14
Industrial Arts	22	1	0	0	23	23	0
Language	21	23	21	26	91	20	71
Mathematics	34	18	22	20	94	28	66
Music	23	10	12	8	53	30	23
Science	30	22	15	18	85	44	41
Social Studies	80	53	49	63	245	118	127
Speech	11	9	9	10	39	9	30
TOTALS	352	236	207	224	1019	391	628

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Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

Year	Number of Matriculants	Number Receiving A.M. Degree
1950-1951	606	129
1951-1952	601	121
1952-1953	618	106
1953-1954	586	98
1954-1955	571	130

NOTE: For classification of matriculated candidates for the Master's Degree by major departments, see the report of the Graduate Division, page, 4 item C.

Table VIII - Enquiry: Questioned by Juveniles for the Year 1970-1971, as of Spring 1972

Department	Year 1	Year 2	Year 3	Year 4	Total		Sex	
							M	F
Business Studies	14	12	16	17	57		44	13
Dentist	17	19	15	14	65		34	31
Fine Arts	14	4	6	6	30		7	23
Food Technology	4	5	7	6	22		9	13
Geriatrics Care	7	5	6	6	24		22	2
Language	21	23	21	21	86		21	65
Medicine	14	15	16	22	67		44	23
Nursing	23	19	18	8	68		14	54
Science	14	12	13	13	52		24	28
Social Studies	15	17	18	21	71		12	59
Teaching	11	4	5	10	30		9	21
Totals	139	130	134	143	546		240	306

Table IX - Questions for A.A. Tutors and Number of Tutoring Sessions Given Per Year Testing

Year	Number of Questionnaires	Number Requiring A.A. Tutors
1970-1971	546	120
1971-1972	491	111
1972-1973	472	104
1973-1974	456	98
1974-1975	571	120

Note: For classification of undergraduate questions for the Tutorial Service Review in order determination, see the report of the Tutorial Coordinator, page 7 item 8.

Table X - Part-Time, Extension, and Summer Session Division

Part-Time and Extension Statistics

Year	No. of Courses Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
1948 Fall	35	33	445	932	2.1	23 Pt-Time courses only
1949 Spring	32	31	499	1101	2.2	27 " " "
1949 Fall	33	32	591	1444	2.4	33 " " "
1950 Spring	35	35	641	1620	2.5	35 " " "
1950 Fall	38	38	595	1346	2.2	28 " " "
1951 Spring	40	40	540	1137	2.1	25 " " "
1951 Fall	36	36	582	1179	2.0	29 " " "
1952 Spring	37	37	607	1196	1.9	29 " " "
1952 Fall	34	34	631	1184	1.8	29 " " "
1953 Spring	39	39	684	1167	1.8	26 " " "
1953 Fall	40	40	640	1209	1.8	26.8" " "
1954 Spring	42	42 (45 sec-tions)	636	1182	1.9	25 " " "
1954 Fall	44	41	648	1289	1.98	28.1" " "
1955 Spring	38	36 (40 sec-tions)	683	1276	1.8	28 " " "

Summer Session Statistics

Summer of						
1949	82	79	640	1571	2.4	18.6
1950	81	75	874	2105	2.8	23.5
1951	76	71	829	1807	2.5	21.9
1952	76	69	748	1506	2.2	19.6
1953	72	67	627	1228	2.1	16.3
1954	76	69	619	1397	2.4	18.3
1955	71	63 (66 Sec-tions)	564	1320	2.3	20.9

NOTE re Summer Sessions. In 1949 all data included counts for both China Institute and School of Conservation. In 1950 and 1951 the figures for the total number of students and registrations include both China Institute and School of Conservation, but all other data are for Montclair courses only. From 1952 through 1954 the School of Conservation is included only in the total number of students and registrations, dropping out entirely in 1955 from the data. From 1952 and each summer thereafter the China Institute is included in all data.

Table 2 - Individual Indicators and Figures Showing Changes

Fishering and Conservation Activities

Year	No. of fishing days	No. of fishing boats	Total catch in thousand tons	Total landings in thousand tons	Average catch per fishing day in tons	Average number of fishermen per boat
1963	67	32	360	272	5.1	23 (Jan-June average only)
1963 Spring	34	20	190	1140	5.6	23 + " "
1963 Fall	33	32	170	1064	5.2	23 + " "
1964 Spring	32	27	162	1088	5.2	23 + " "
1964 Fall	34	34	192	1124	5.3	24 + " "
1965 Spring	40	40	214	1327	5.1	25 + " "
1965 Fall	32	34	210	1177	5.4	25 + " "
1966 Spring	27	37	207	1098	5.6	25 + " "
1966 Fall	31	34	192	1122	5.4	25 + " "
1967 Spring	32	32	180	1147	5.4	25 + " "
1967 Fall	34	34	182	1160	5.3	25 + " "
1968 Spring	33	40 (20 non-dom. boats)	212	1129	5.9	25 + " "
1968 Fall	34	40	184	1145	5.4	25.4 " "
1969 Spring	34	32 (20 non-dom. boats)	172	1160	5.0	25 + " "

Summer Season Fisheries

Season of						
1968	69	72	840	1270	5.1	24.4
1969	63	72	816	1140	5.0	24.4
1971	64	73	768	1219	5.2	24.3
1972	64	69	752	1168	5.	24.4
1973	72	67	697	1144	5.2	24.3
1974	76	68	672	1197	5.4	24.3
1975	73	63 (20 non-dom. boats)	324	1160	5.1	24.3

Note: on Summer Fisheries, in 1968, 23 Jaba (Japanese boats) for tuna were licensed to fish within Canadian waters and subject to Conservation. In 1969 and 1970 the Jaba fishery for tuna was more intensive, including the participation of Canadian boats with Jaba licences for the first time. In 1971 and 1972 the Jaba fishery was for Pacific mackerel, herring and squid. From 1973 through 1975 the Jaba fishery of Conservation is limited only to the squid fishery. In the squid fishery, 1975 is the lowest, dropping the activity to 1968 level and the catch. From 1970 on the Canadian fishermen and Jaba licences is included in all years.

Table XI - Summary of Enrollment Data

Instructional Division	1950-51	1951-52	1952-53	1953-54	1954-55
Regular Undergraduate	991	968	906	937	1019
Regular Full-Time Graduate	55	34	17	10	20
Summer Session	829	748	627	619	564-(excluding Sch. of Coms)
Part-Time and Extension	1135	1189	1315	1276	1331
College High School	170	164	171	173	178
Totals	3180	3103	3036	3015	3112

The above figures include duplicates.

The total enrollment, or graduates and withdrawals, of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	1,028
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1955 were as follows:

Graduates with A.B. degree	5,023
Graduates with A.M. degree	1,545
Withdrawals	2,046
Total	8,614

Table XI - Ministry of Parliament Seats

Constitutional Provision	1950-51	1951-52	1952-53	1953-54	1954-55
Regular Congressmen	101	102	104	107	109
Regular Full-time Senators	24	24	23	18	20
Senator Ranjan	102	102	107	102	104
Part-time Ex Officio	112	112	111	117	110
Nalika High School	170	164	171	173	172
Total	510	504	516	517	515

The above figures include duplicates.

The total expenditure, on pensions and gratuities, of the Ministry during the 1950 to 1954 was approximately as follows:

Salaries	3,100
Gratuities	1,900
Total	5,000

Deductions and withdrawals from the Total Pensions Option from September, 1950, to June 30, 1955 were as follows:

Deductions with f.d. Option	3,100
Deductions with a.m. Option	1,800
Withdrawals	1,000
Total	5,900

New Jersey State Teachers College at Montclair

Dean of Instruction

Report to the President
Academic Year
1954 - 1955

General Summary of Progress

Curriculum construction and development continued to be the major activity of the Office of the Dean of Instruction in addition to the regular work for the academic year, 1954 - 1955. Curriculum study progressed along two main lines, first, continuation of the state-wide Curriculum Commission sponsored program, and, second, College and departmental studies. Progress in these two areas will be outlined in the body of the report.

The adaptation of the instructional program to available facilities was a major problem, which was particularly acute in the Fine Arts, Physical Education, and Music Departments. The delay in the construction of the classroom building for arts and sciences will make this adjustment very difficult for the first semester of 1955 - 1956. Limitation of space makes necessary plans for wider use of existing classrooms and laboratories through, (1) larger classes, (2) scheduling more classes in the later periods of the day, and (3) use of Saturdays for scheduling classes.

Fluctuating departmental enrollments require occasional redistribution of instructional assignments and position re-allocations. Overloads in some departments were absorbed this year by use of part-time positions. The faculty load will be greater the next year because of the extra demands on the Fine Arts and Music Departments for general education courses. New positions in science, social studies, and speech have alleviated this condition in those departments for this year. It is essential that additional staff be added, as the enrollment increases, to care for these required general education courses; otherwise, essential services that have been provided in guidance, administration, research, and evaluation will need to be curtailed.

Part I. Curriculum Study

Curriculum construction and study have been carried forward along three main lines; (1) participation by representatives on the Curriculum Commission and the state-wide committees; (2) continued study of the structure for the new major offerings of secretarial studies, home economics, fine arts, and industrial arts; and (3) continuous study and revision of departmental offerings.

Curriculum Commission Progress

The President and the Dean continued as ex officio members of the Curriculum Commission. The Dean continued service as the liaison member

The Jersey State Teachers Colleges as Institutes

Dean of Instruction

Report to the President
academic year
1950 - 1951

General Summary of Progress

Curriculum construction and development continued to be the major activity of the office of the Dean of Instruction in addition to the regular work for the academic year, 1950 - 1951. Curriculum study progressed along two main lines, first, continuation of the state-wide curriculum committee appointed previous, and second, follow and departmental studies. Progress in these two areas will be outlined in the body of the report.

The adoption of the instructional program in evening facilities was a major problem, which was particularly acute in the Fall term, limited facilities, and their improvements. The delay in the construction of the physical facilities for arts and sciences will make this situation very difficult for the first semester of 1951 - 1952. Utilization of space under present necessary plans for other use of existing classrooms and laboratories through, (1) larger classes, (2) scheduling more classes in the later periods of the day, and (3) use of facilities for scheduling classes.

Historically, departmental organizations require considerable redistribution of instructional assignments and realignment re-organization. Overloads in some departments were absorbed this year by use of part-time positions. The faculty load will be greater for next year because of the extra demands on the time and their increasing for general education courses. The positions in science, social studies, and speech were alleviated this condition in these departments for this year. It is essential that additional staff be added, as the enrollment increases, in order for these required general education courses, elementary, industrial arts have been provided in problems, administration, research, and evaluation will need to be curtailed.

Part I. Curriculum Study

Curriculum construction and study were been carried forward along three main lines; (1) participation in departmentalized on the Curriculum Committee and the state-wide committee, (2) continued study of the structure for the new major curricula of secretarial studies, home economics, fine arts, and industrial arts and (3) continuous study and revision of departmental offerings.

Curriculum Committee Progress

The committee met for four hours monthly on an official summary of the Curriculum Committee. The dean continued service on the library study

of the Committee on General Education. Dr. Hadley continued as representative of the faculty.

Dr. D.R. Davis replaced Mrs. Knecht on the state-wide General Education Committee during her year's leave of absence.

Reports of meetings and recommendations were considered at several meetings of the faculty. Policies adopted by the Commission and the study committees have tended to influence somewhat the internal revisions proposed in the departments of the College. The increase in number of credits in courses in general education has received general endorsement. The resulting increase in number of credits required for graduation has been accepted up to a certain point, but the danger of too much dependence on class time and hours per week in class for instruction with resulting deemphasis on independent study was noted by many of the faculty. A continued emphasis on adequacy of the major, without over-specialization, was generally agreed to be a good guiding principle in the construction of major sequences.

The major question for consideration when the final curriculum pattern is adopted will be the nature of modifications of present program patterns necessary to bring our various curricula in line with the approved state-wide pattern. Consolidation of courses and increase of credit and time allotment for existing courses may be necessary. An analysis of presently accepted patterns shows very little change will be needed other than those improvements which have already been suggested from our own studies. It appears that the state-wide program will tend to bring the other colleges of the state more in line with the program Montclair has followed for several years.

New Curricula

Approvals have been obtained for the general pattern of courses for all new curricula. These major sequences for the classes entering in September, 1954, and for all subsequent classes until revisions are approved are as follows:

Home Economics Major - Courses Approved January 22, 1955

Home Ec. 101.	Introduction to Home Economics	3 s.h.
Home Ec. 102.	The Child in the Family	3 s.h.
Home Ec. 201.	Foods and Nutrition, I	3 s.h.
Home Ec. 202.	Family Clothing Construction, I	3 s.h.
Home Ec. 301.	Foods and Nutrition, II	3 s.h.
Home Ec. 302.	Foods and Nutrition, III	3 s.h.
Home Ec. 303.	Family Clothing Construction, Selection and Care	3 s.h.
Home Ec. 305.	Family Relations	3 s.h.
Home Ec. 306.	Family Finance*	3 s.h.
Home. Ec.304.	Family Problems of Furnishing the Home	3 s.h.
Home Ec. 403.	Home Management (Practical Experience)	3 s.h.
Home Ec. 401.	Home Economics Education (Methods)	3 s.h.
Home Ec. 402.	Nutrition Education and Group Feeding	2 s.h.
	Total Home Economics and Methods	38 s.h.

Related Art and Science

Fine Arts 201.	Fundamentals of Design (Art and Home Furnishings)	2 s.h.

Item 4: Lunch-arrangements, 2

at the Committee on Research Materials. Dr. Bailey continued as representative of the Faculty.

Dr. E.A. Davis reported Mrs. Hewitt on the arrangements between Admission Committee during her year's leave of absence.

Reports of residency and transportation were considered as separate questions of the Faculty. Tentative adoption by the Committee and the study committees have tended to indicate economy the internal revision proposed in the departments of the College. The increase in number of students in courses in general education has resulted in additional teaching. The resulting increase in number of studies required for graduation has been accepted in a certain point, but the course of the most co-ordinate in view that are moving for week in views for instruction with resulting consequent in instructional study was carried by lack of the Faculty. A continued activity by students of the entire, students cooperation, has generally aimed at in a good instructor verbatim in the administration of major departments.

The major question for consideration since the final recommendations pertains to original will be the matter of modification of student interest patterns according to which our various curricula in the 20th the approved students patterns. Identification of students and instructors of growth and the activity for matters, can not not be determined. An analysis of principally assigned patterns about may [illegible] will be needed other than those [illegible] which have already been transported from the [illegible]. It appears that the students [illegible] will need to begin the office [illegible] of the whole work in the 20th the program [illegible] has [illegible] for several years.

The curriculum

Appropriations have been obtained for the general purposes of summer for all the activities. Those [illegible] responsible for the changes [illegible] in summer, 1929, and for all subsequent changes until [illegible] are approved are as follows:

Item [illegible] report - Curriculum approved January 22, 1929

Item 1a. 1[illegible].	Introduction to [illegible]	3 s.h.
Item 1b. 1[illegible].	The Child in the family	3 s.h.
Item 1c. 1[illegible].	Food and nutrition, I	3 s.h.
Item 1d. 1[illegible].	Family finance [illegible], I	3 s.h.
Item 1e. 1[illegible].	Food and nutrition, II	3 s.h.
Item 1f. 1[illegible].	Food and nutrition, III	3 s.h.
Item 1g. 1[illegible].	Family finance [illegible], [illegible] and [illegible]	3 s.h.
Item 1h. 1[illegible].	Family relations	3 s.h.
Item 1i. 1[illegible].	Family [illegible]	3 s.h.
Item 1j. 1[illegible].	Family problems of [illegible] the home	3 s.h.
Item 1k. 1[illegible].	Home [illegible] (practical [illegible])	3 s.h.
Item 1l. 1[illegible].	Home economics [illegible] ([illegible])	3 s.h.
Item 1m. 1[illegible].	Nutrition [illegible] and [illegible] feeding	3 s.h.
	Total [illegible] [illegible] and [illegible]	36 s.h.

Teaching Art and Science

Item [illegible]. Fundamentals of [illegible] (Art and [illegible] (Drawing) 2 s.h.

Dean of Instruction, 3

Chem. 101 and 102.	General College Chemistry*	8 s.h.
Biology 209.	Human Biology*	3 s.h.
Biology 210.	Elementary Bacteriology	4 s.h.
Physics 306.	Household Physics	4 s.h.
	Total Related Art and Science	21 s.h.

*To be taken in place of required work in general education in science and mathematics in the extent of two credits in mathematics and four credits in physical and biological science.

Summary

Cultural Background (General Education)	34 s.h.
Professional Integration (including Int.472)	16
Student Teaching	10
Home Economics Major	38
Related Art and Science	21
Free Electives	9
	128 s.h.

Industrial Arts Major - Courses Approved January 22, 1955

I.A. 100.	Introduction to Industrial Arts	2 s.h.
I.A. 101.	Graphic Arts and Drawing, I and II	8 s.h.
I.A. 201.	Wood and Crafts, I and II	8 s.h.
I.A. 202.	Metals and Power, I and II	8 s.h.
I.A. 300.	Principles, Methods, and Curriculum in Industrial Arts	4 s.h.
I.A. 301.	Wood and Crafts, III and IV	8 s.h.
I.A. 302.	Graphic Arts and Drawing, III	4 s.h.
I.A. 403.	Metals and Power, III	4 s.h.
Industrial Arts or Fine Arts Electives		4 s.h.
300 hours of supervised work experience		0 s.h.
		50 s.h.

Summary

Cultural Background (General Education)	40 s.h.
Professional Integration	14 s.h.
Student Teaching	10 s.h.
Major Specialization (Including Methods)	50 s.h.
Electives	14 s.h.
Physical Education Activities	0 s.h.
	128 s.h.

Fine Arts Major - Courses Approved January 22, 1955

F.A.101.	Design in Materials	5 s.h.
F.A.102.	Ceramics	4 s.h.
F.A.200.	Theatre Arts	6 s.h.
F.A.201.	Advertising Arts	6 s.h.
F.A.202.	Painting	6 s.h.
F.A.300.	Art and Civilization	6 s.h.
F.A.301.	Home Design and Furnishings	3 s.h.
F.A.302.	Sculpture	6 s.h.

Chem. 102 and 102.	General College Chemistry	8 s.h.
Biology 300.	Human Biology	3 s.h.
Biology 320.	Laboratory Bacteriology	3 s.h.
Physics 102.	Industrial Physics	4 s.h.
		4 s.h.
	Total hours and hrs and credits	32 s.h.

Who is taking in lieu of required work in general education in addition and mathematics is the option of two credits in mathematics and two credits in physics and biological science.

Summer

General Requirement (General Education)	30 s.h.
Professional Preparation (Education 102,117)	12
Student Teaching	12
Home Economics Major	30
Related Art and Science	20
Free Electives	6
	100 s.h.

Industrial Arts Major - Courses Approved January 15, 1932

I.A. 100.	Introduction to Industrial Arts	2 s.h.
I.A. 101.	Drawing Arts and Crafts, I and II	8 s.h.
I.A. 102.	Wood and Plastics, I and II	8 s.h.
I.A. 200.	Metals and Power, I and II	8 s.h.
I.A. 201.	Printing, Textiles, and Construction in Industrial Arts	8 s.h.
I.A. 202.	Wood and Metals, III and IV	8 s.h.
I.A. 203.	Graphic Arts and Drafting, III	8 s.h.
I.A. 204.	Metals and Power, III	8 s.h.
	Industrial Arts Activities Area Electives	8 s.h.
	300 hours of supervised work experience	8 s.h.
		70 s.h.

Summer

General Requirement (General Education)	30 s.h.
Professional Preparation	12 s.h.
Student Teaching	12 s.h.
Major Specialization (Industrial Arts)	30 s.h.
Electives	10 s.h.
	12 s.h.
Physical Education activities	0 s.h.
	106 s.h.

Home Arts Major - Courses Approved January 15, 1932

F.A.100.	Foods in Relations	2 s.h.
F.A.200.	Foundations	3 s.h.
F.A.300.	Textiles Arts	3 s.h.
F.A.301.	Dress-Fitting Arts	3 s.h.
F.A.302.	Tailoring	3 s.h.
F.A.303.	Art and Civilization	3 s.h.
F.A.304.	Home Design and Furnishings	3 s.h.
F.A.305.	Spinning	3 s.h.
		3 s.h.

Dean of Instruction, 4

F.A.303.	Commercial Planning and Design	3 s.h.
F.A.400.	Philosophy of Art	2 s.h.
F.A.401.	Art Education (Methods)	2 s.h.
F.A.402.	Textile and Costume Arts	4 s.h.
F.A.403.	Print Making	4 s.h.
F.A.406.	Art Workshop or Industrial Arts Elective	4 s.h.
	Total	61 s.h.

Summary

Cultural Background (General Education)	39 s.h.
Professional Integration (including Integration 472)	16 s.h.
Student Teaching	10 s.h.
Art Major (including special methods)	61 s.h.
Free Elective	2 s.h.
Physical Education (4 semesters)	0 s.h.
	128 s.h.

Business Education Curricula

Approved January 22, 1955

Accounting and Business Practice Major

Approved January 22, 1955

Content Courses

B.E. 102.	Business Mathematics	3 s.h.
B.E. 201, 202, 301, 302.	Accounting	12 s.h.
B.E. 306.	Business Law	3 s.h.
B.E. 103, 104, 203, 204.	Typewriting	5 s.h.
B.E. 408.	Business Finance	2 s.h.
B.E. 410.	Advanced Accounting	2 s.h.
B.E. 411.	Tax Accounting	2 s.h.
B.E. 405.	Office Practice - Clerical	3 s.h.
		32 s.h.

Methods Courses

B.E. 401A.	Methods of Teaching Typewriting and General Business	3 s.h.
B.E. 401B.	Methods of Teaching Bookkeeping and Accounting	2 s.h.

Plus 300 hours of supervised work experience

Majors in Accounting and Business Practice will be required to minor in Social Business.

Secretarial and Business Practice Major

Approved January 22, 1955

Content Courses

B.E. 102.	Business Mathematics	3 s.h.
B.E. 103, 104, 203, 204.	Typewriting	5 s.h.
B.E. 205, 206.	Stenography	8 s.h.
B.E. 303, 304.	Stenography and Transcription	6 s.h.
B.E. 306.	Business Law	3 s.h.
B.E. 405.	Office Practice - Clerical	3 s.h.
B.E. 407.	Office Practice - Secretarial	3 s.h.
		31 s.h.

Table of Contents, 2

Chapter

Business Investigation Procedure

Approved January 19, 1955

Accounting and Business Credit Data

Contents Overview

Approved January 19, 1955

Contents Overview

Plus 300 hours of specialized work on-going
Beyond 3, investigations and business journeys will be required to enter in
[illegible] business.

Investigation and Business Tracking Data

Contents Overview

Approved January 22, 1955

Dean of Instruction, 5

Methods Courses

B.E. 401A.	Methods of Teaching Typewriting and General Business	3 s.h.
B.E. 401C.	Methods of Teaching Secretarial Studies	2 s.h.

Plus 300 hours of supervised work experience
Majors in Secretarial Studies will be required to minor in Social Business.

Minors in the Field of Business Education - Approved January 22, 1955

Accounting and Business Practice Minor

B.E. 201, 202, 301, 302 Acct. I, II, III, IV		12 s.h.
B.E. 410.	Advanced Accounting	2 s.h.
B.E. 408.	Business Finance	2 s.h.
B.E. 411.	Tax Accounting	2 s.h.
		18 s.h.

Social Business Studies Minor

B.E. 101.	Business Organization and Management	3 s.h.
B.E. 208.	Salesmanship	3 s.h.
B.E. 305.	Business Law	3 s.h.
B.E. 308.	Economic Geography	3 s.h.
B.E. 401A.	Methods of Teaching Typewriting and General Business	3 s.h.
B.E. 409.	Consumer Education	3 s.h.
		18 s.h.

Secretarial Studies Minor

B.E. 103, 104, 203, 204.	Typewriting	5 s.h.
B.E. 205, 206.	Stenography	8 s.h.
B.E. 303.	Stenography and Transcription, I	3 s.h.
B.E. 401C.	Methods of Teaching Secretarial Studies	2 s.h. Note
B.E. 304.	Stenography and Transcription, II	3 s.h.*

*Recommended
Note: A methods course is required of minors in this field for certification purposes.

Summary

Accounting and Business Practice Major (Secretarial and Business Practice Major - 31 s.h.)	32 s.h.
Social Business Minor	18 s.h.
Professional Integration	14 s.h.
Student-Teaching	10 s.h.
Cultural Background (General Education)	28 s.h.
Methods	5 s.h.
Free Electives (For secretarial major - 12)	11 s.h.
Physical Education Activities (4 semesters)	0 s.h.
	128 s.h.

The organization and beginning of courses of these sequences have been complicated by lack of facilities and materials. Modifications in the sequences will have to be made each semester until all facilities are available. These adjustments will be worked out with each department concerned.

In addition to the problems arising out of limited facilities, the following situations need study and revision of courses where found necessary.

(1) The World Literature course does not seem to be suitable for these majors especially for those students with limited language background. Perhaps communication courses with emphasis on writing should be provided in the freshman year before the literature work is begun. Also it may be advisable to limit the amount of time spent on Medieval literature and use that time to broaden the course to include some American and British literature and writings from fields other than belle lettres.

(2) The General College Chemistry course for home economics majors is not suitable for this group, especially when students must be placed in sections with science majors, many of whom have had one or more years of high-school chemistry. This course probably should be reorganized completely as a course in chemistry for home economics majors to include some organic and food chemistry as well as the elementary general principles.

Curricular Changes in Regular Program

This year the sophomore program in social studies has been reorganized. The previous requirement of three separate two-semester-hour courses of economics, sociology, and political science has been revised to a pattern of one single integrated six-point course given over a period of two semesters. The course is titled Contemporary American Life. An evaluation of the functioning of this course will be made at the end of its second year of operation. Because of the lack of breadth of graduate work of some members of the Department, problems of teaching the facts and principles of the three or more disciplines in one course by the same instructor have been encountered. Adjustment in covering the course content has been made this first year so that at least two members of the staff have taught only those phases with which they have been the most familiar. This procedure will not be followed for the year, 1955-1956, when each instructor will be responsible for the work of the entire year.

As an expedient to relieve the teaching load of the Medical Department to provide more time for medical examinations and services, the course in Anatomy and Physiology for physical education minors has been modified. The course with credit reduction from four to three semester-hours will be given to men minoring in this field. The women minoring in this field will take in lieu of this course the new course, Human Biology, along with the majors in home economics. The Department of Health and Physical Education has been requested to study the entire program for minors in terms of the new facilities when the new gymnasium building will be opened.

In addition to the approvals for the new major offerings, other additions and deletions of curricular offerings approved during the year are listed as follows:

Dean of Instruction, 7

Courses Added

B.E. 501. Research Seminar in Business Education
B.E. 503. The Business Education Curriculum
B.E. 505. Tests and Measurements in Business Education
B.E. 532. Field Studies and Audio-Visual Aids in Business Education
B.E. 533. Supervised Work Experience and Seminar
Math. 412. Modern Geometry
Math. 532. Projective Geometry
Math. 540. Research Seminar in Mathematics
S.S. 490D. The United States and World Affairs
S.S. 490E. Latin America, A Survey

Courses Dropped

Eng. 405. The Victorian Poets
Eng. 414. Public Relations and School Publicity
Eng. 458. Radio Directing
Int. 443. Practicum in Camping Education and Administration
Math. 411. Field Mathematics
Sci. 416. Problems in Conservation
Sci. 417. Science Problems in Conservation
S.S. 459. New Jersey and the Metropolitan Community
S.S. 468. New Jersey, the Lower Hudson Valley, and Eastern Pennsylvania
Health Ed. 412. Home Hygiene and Care of the Sick

Elementary Education Courses

The offerings in courses for certification to teach in the elementary grades as an endorsement on the regular secondary certificate were further curtailed in view of limited staff time available. Departments have been encouraged to provide electives not only for their own departmental majors but also for other subject-matter majors to take the place of the elementary education courses.

Integrated World Literature - Civilization and Citizenship Course

The experiment in integration of the courses in Civilization and Citizenship and World Literature had to be terminated this past year because of lack of staff time. It was noted in last year's report that a final evaluation of this experiment was to be made by a member of the staff who took part in the program. This report was written by Mr. Hamilton and is herewith attached as part of this annual report.

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THE INTEGRATION OF WORLD LITERATURE AND CIVILIZATION AND CITIZENSHIP AT MONTCLAIR

Preliminary Facts

The idea of "integrating" several subject-matter fields in one course was transplanted from the Columbia University general education program by Professor Roy Hatch, Chairman of the Social Studies Department, in the late 20's or very early 30's soon after the College became a four-year institution.

The first step in this direction was Professor Hatch's reorganization of his freshman course in "History." He now gave it a new title, "Introduction to Civilization and Citizenship," and abandoned the previous chronological order. Ideas or problems concerning both citizenship and civilization were taken up as units, and illustrative material was taken for successive units from both ancient and contemporary events.

After this course in Civilization and Citizenship had become established, there was discussion of the possibility of having a course in literature to run parallel with it. The English Department offered in the early 30's two courses, each one semester in length, which seemed ready-made for such parallel treatment. These were called "Greek Literature in Translation" and "Medieval Literature." Professor Edward Webster, English Department Head, was reluctant to change these courses in order to have them run parallel to the social studies freshman course. Both the Greek and the Medieval courses were rich in content and were taught in strict chronological order. In each semester the instructors of these courses were responsible for whatever historical background was required as a setting for the literature. As the discussions proceeded, the Social Studies Department eventually accepted the principle that any successful parallelism or correlation of "Civilization and Citizenship" with literature (be it ancient, medieval, renaissance, or modern) would have to be chronological. As a result, Professors Gage and Sloan spent considerable time constructing a syllabus implementing the idea of parallelism not only with literature but with other subjects.

In the mid 30's (1934-35) an elaborate experiment was tried out. The Civilization and Citizenship course was conducted as a culture patterns course with instructors from other fields contributing units to illustrate literature, science, music, education, and fine arts. The point of view was sociological; primary attention was given to social institutions. A mimeographed text was produced, with specific chapters devoted to each of the integrated subject fields.

This experimental course continued about three years and then lapsed. The difficulties were partly mechanical and partly psychological. The huge quantities of mimeographed materials required for the text became an insurmountable obstacle. The individual instructors from the several departments, with full teaching loads of their own work, found it difficult to meet all the social studies divisions. It was found, also, that individual instructors had their own strong private bents and were not always easy to "integrate."

The next phase, following the discontinuance of this attempt at integration, was a reversion to the parallelism of the early 30's. Attempts

were made to have the freshman courses in Civilization and Citizenship and World Literature (an innovation of the English Department) run parallel in time sequence. Again the strong individual bents of the instructors militated against complete success.

In September, 1943, a correlated program was carried out in the Ninth Grade of the College High School. Dr. Snyder and Dr. Fulcomer set up a synthesis of geography, history, and literature which they entitled "Western Culture." Materials were drawn from the literature, art, and history of Canada, the United States, and Spanish America. In the second semester of 1943, Dr. Hatch and Dr. Fulcomer set up and conducted a college freshman course under the theme, "The Upward Progress of Man," using a one-volume text, Stegner's History of Civilization. This correlated course continued for two years.

The first integration of Civilization and Citizenship and World Literature came in the fall of 1950 when Mr. Kops and Dr. Young became the joint instructors of one freshman section for two successive class periods. The preliminary work for this arrangement had been carried out by Drs. Clayton and Young, but at the opening of the course Mr. Kops was substituted for Dr. Clayton, who was then on leave of absence. In 1951, a second section was assigned to Dr. Clayton and Mr. Hamilton. When this whole project was abandoned for administrative reasons in June, 1953, the Kops-Young team had worked at it for four years and the Clayton-Hamilton team for three years.

The report of the "integrated" experience follows.

THE PROBLEM OF INTEGRATION OF WORLD LITERATURE AND CIVILIZATION AND CITIZENSHIP

by W. Paul Hamilton

This report presents the reasoning and the conclusions of four instructors (Kops, Young, Clayton, Hamilton) who have had several years of experience with the device called "integration" between two courses in different fields (e.g., "World Literature" and "Civilization and Citizenship.")

The instructors differed in opinion and in practice regarding whether "integration" of literature and social studies should be conducted (1) in chronological order or (2) by problems without much attention to the order of time.

Two years ago Kops and Hamilton were both strong believers in the strict chronological approach. They were planning a somewhat formal dovetailing of their respective courses, a week-by-week treatment of the great literary classics paralleling the historical culture patterns. A change in scheduling forced them to abandon the scheme. This outline of strict chronology was never tried out.

Hamilton was paired with Clayton, who did not take kindly to chronology. He was strongly for the problems approach and wanted to feel free to range from ancient to modern times at will. His reading assignments

in Hedger and Burns sometimes followed the chronological order of both these texts and sometimes skipped about to topics in modern and contemporary chapters. He had a time schedule of readings and tests on the readings; in class he paid some deference to my chronological ordering of the "great books," but his student reports were very often on topics not to be related (except remotely) to the literature. This difference in approach is a natural and normal difference, no doubt, based as it is upon two very different philosophies of subject matter, of scholarship, and of teaching.

Kops still strongly holds that a carefully planned and strict chronological ordering of books and social studies topics is the only way to integrate successfully. He was paired with Young, who practices exclusively the problems approach - "big ideas," religion, philosophy, etc.

In both sections, then, there had to be compromise between these two approaches.

After three years' experience, this reporter does not believe that the two fields make a natural and normal integration point by point all along the way. Literature is only partly an illumination of an age. Literature is the product of individual literary artists, the work of individual imaginations. These literary artists lived in a particular culture, but their creative work is only a very small reflection of the total culture in which it happened to be written. Poet and prophet look at life in a way very different from the scientific historian. For a complete understanding of a people's culture a student would be obliged to read a great amount of material that could not be called "literature" by any stretch of the imagination.

For this reason - which could be documented from Homer, Aeschylus, Sophocles, Plato, Virgil, Dante, Goethe, and all the rest - a program of deliberately planned, co-ordinated interaction of the two subject-matter fields of history and literature would result in distortion. In such a program, once the tremendous amount of precise planning involved was covered, the parallelism would be <u>too studied</u>, and much too liable to push each instructor away from the natural orbit of his own mind and his own subject-field mastery. There might also be a corresponding loss of spontaneity.

Clayton and Hamilton both had a strong feeling that this would be true. They shied away from precise, rigid planning. Perhaps this feeling stems from the basic fact that each is a strong personality and each a master scholar in a definite field - one in culture-history, the other in literature. Masterworks of literature and historical culture patterns do often intersect. The instructors seized upon these points of intersection and brought them out in class. But, the two fields do not run parallel. To try to make them run parallel right through the academic year would bring about the distortion already mentioned. It would be making more ado about some fanciful value called "integration" than should be made.

As was said above, literature is only partly an illumination of an age. It is <u>always</u> and inexorably the revelation of the mind and ideals and philosophy of an individual <u>man</u>. It is <u>always</u> an example of literary <u>art</u> and, thus, involves languages and communication. These humanistic and aesthetic elements of literature are important <u>in and of themselves</u>. In and of themselves they are educative and need not be integrated with anything else. Conversely, in any particular culture there are essential elements with which literature has nothing whatsoever to do.

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The literature in this course consists of "great books." These are the students' primary sources; he does not have to read a parallel text in literary history. In themselves these books are capable of stretching the intellects and stimulating the imaginations of readers. The act of reading such books broadens one's concepts and increases one's range of ideas. Man is the subject. Whether students get "humanized" or "liberalized" to the fullest extent possible by reading these books may, of course, be debated; but it is a fact, and not debatable, that this course of reading does "expose" them to the worthiest and most enduring products of the human mind, regardless of the cultural tradition, whether Hebrew, Greek, Italian, or anything else. This course of readings is not historical and cultural, but literary, aesthetic, and humanistic. These are the "great books" of the liberal and humane tradition; they are capable of producing changes, capable of educating, without being integrated with anything else. Some social studies teachers either forget this, or do not know it, for their suggestions for books to include in a literature course almost invariably are books that would help them to throw light on a culture.

Neither of the fields under question are considered as "sacred." This is the reproach usually expressed by instructors who may be called 100% integration-minded and who talk about "cutting across departmental lines." Their attitude seems based on the assumption that it is narrow and bigoted for any subject-matter specialist to insist on the independence of his own "discipline."

"Cutting across departmental lines" is an unfortunate and illusory phrase. It sounds aggressive and invasive. There should be no implication of encroachment at all when two or more departments work together, each with its own central core intact. Working within a specialty like literature, one must necessarily have a technical mastery of the field itself; and this mastery is the result of considerable concentration. The same is true, or should be, of all the other instructors: they are in the first place specialists in a field. But as a master of one area, literature for example, one is not invading anyone's "sacred" confines when a book of history, or biology, or psychology, or economics is read. Reading is free. Scholarship is free. Learning is free. I read much in other fields, and what I read becomes inevitably a part of me as a human being who is interested and curious; this is a personal "integrating" experience. It is not a departmental integration experience at all.

This is the essence of what is called the "broader aspects of learning." Making these contacts with other fields of human knowledge (especially in anthropology, sociology, history) contributes to a broader understanding of the practical life of man both in ancient and in modern society. This "cross-fertilization" can take place only if there is something there in the first place to be fertilized - in other words, when the authentic scholar, competent in one field, reads up in other subjects. Unless he is a genuine master of one field to begin with, he would become a mere dabbler; and the result of this would more resemble "cross-sterilization." It would be my guess that, if every course in college and university were to be an "integration" of a half dozen or more fields, the result would be complete superficiality and dilettantism.

After all, integration is a process of co-ordination that must eventually take place within the mind of the individual student. Pettegrove (paraphrasing an idea taken from Bestor's Educational Wastelands) puts it this way:

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> Integration presupposes something to integrate. If one integrates from the start, he can never convey the complexities and the very slowly acquired disciplines of systematic thought in individual fields. Yet without an understanding of these disciplines and complexities, one cannot truly be said to integrate, one merely compares end-products in ignorance of the processes that make them what they are.

What the individual student integrates, then, if he ever performs the operation at all, is his knowledge of two or more fields and their interrelationships. And, as Bestor and Lettegrove suggest, genuine integration is a long process that comes with intellectual maturity.

There are, obviously, differing conceptions of what "integration" comprises:

(1) There is the concept of Bestor: namely, that it is based upon competence in at least the two fields being integrated.

(2) The singing of a Hebrew psalm in the ancient Hebrew musical mode would be called, rightly, the "integration" of music with poetry, but this sort of thing is hardly an intellectual process. It would not be necessary to make a long excursion into Hebrew melodics and harmonics in order to understand how the words and the music fit - you just get the music and play or sing the accompaniment of words. In lyric and ballad poetry this sort of thing is as natural as breathing.

(3) A third illustration comes from the integrated section of Hamilton and Clayton. In the literature hour, the account given of the creation of the world and man in Genesis is read and discussed as a great imaginative and symbolic expression of certain concepts of the Hebrew religious experience. Then, in the social studies hour, there is presented the modern scientific account of the beginnings of the world and man from the point of view of the evolution hypothesis.

In the Clayton-Hamilton section it was this third type of integration that was practiced as frequently as possible, though it was not always possible. Within the framework of the Hebrew and Greek cultures, particularly, this pin-pointing of a problem could be done as expeditiously as if it was a single-subject class lasting two hours. It was full and complete integration - at least for that special problem. The two instructors were on the same beam, so to speak, and illuminated the problem fully. I may add that in my non-integrated section I attempt to handle both aspects of this problem myself. That might be called "integration." However, I do not think of it as such while I am engaged in the class discussion: I simply feel that it is an essential part of my literature lesson to throw what light I can, whether from science or anthropology or any other source. The advantage in the integrated section is in having Clayton right there on the spot to present his ideas - in the immediacy of the thing: at once another voice, another view, another department representative.

There is no doubt that, in specific problems such as this, the members of the integrated section are deeply impressed by the device of two instructors. However, during a semester's work, there were not more than a dozen of such perfectly planned, co-ordinated interactions of the two subject-matter fields. For the rest of the time - about three-fourths of the whole - the integration was largely opportunistic, by which I mean that some statement

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or topic of discussion in the first hour would be "seized upon" by the second instructor and related in some way to his own presentation, even though he had not planned it that way. Speaking for myself, I can truthfully say that this opportunism required considerable resourcefulness (as it did on the part of Clayton also), but it often threw me into a detour when I wanted to stay on the main line.

Another consideration makes it virtually impossible to have every two-hour class period a full and complete integrating experience. As a teacher of literature, I must perforce deal with language and semantics, the great symbolic achievement of the human race; and with aesthetic appreciation of literary forms; and with intellectual comprehension of human ideas; and with a score of other primary literary matters. Clayton must perforce deal with human institutions and human movements, and with social, economic, governmental, and related matters. I want students to know those great books and know them well. Clayton wants students to know the cultural epochs of Western Civilization, and, in addition, the practical aspects of contemporary citizenship. He does not want nor care to plan all his presentations to parallel my books. And, I do not choose to use my books to illuminate history or citizenship. For either of us to attempt to do this would be to distort the true nature of the specific subject each of us has been well trained in.

Nevertheless, there was a kind of inner pressure to keep parallel. Some of our sessions achieved an "integration" that was natural and inevitable, but much of it was forced and synthetic. Appendix A[1] to this report is a selection from the "log" kept by Clayton for 34 sessions of the first semester and 28 sessions of the second semester. It will reveal how we attempted to achieve parallelism.

In view of this, the words of Clayton are pertinent:

> "As you have written, integration, if it takes place, must take place in the student's mind - but this does not happen automatically. We have attempted to point out the way and to develop habits of integration. We hope that not only will each student become aware of specific connections, interrelations, but will learn to look for such interrelations. It is this habit of integration that distinguishes the educated individual...
>
> "Many examples can be given to show this attempt to encourage integration in the minds of the students. A few, chosen from the log of this year's work, will serve as illustrations...
>
> "We started Civilization and Citizenship with a discussion of the problems created by bias if we wish to learn the truth of history. In World Literature we discussed conflicts, prejudices, different interpretations of the Old Testament. Thus, throughout our introduction to the year's work, we were approaching human experience, human problems both from the point of view of anthropology and of literature. We continued the study of the development of moral concepts in the literature of the Hebrews, while in a study of pre-historic cultures we were discussing what it means to be human. Anthropomorphism and superstition, past and present, were proper subjects of discussion in both literature and Civilization and Citizenship...Theories of government were discussed: should the king be bound by law? This became part of our discussion of Saul and of the civilization of ancient Egypt..."

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The foregoing is a good statement of the positive side of the integrated arrangement. On such matters as the above we did "click" beautifully, and there is no doubt in my mind that on such occasions the students in the section were developing the "habit of integration."

Nevertheless, there is a negative side: there were long periods when the respective presentations were miles apart, or centuries apart, and when "integration" was somewhat synthetic and highly opportunistic, depending entirely upon the quick wits and resourcefulness of the respective instructors. Whether the students got any "habit of integration" out of that is dubious, especially when the literary man was dealing with the lyric poems of the Roman Horace, and the social studies man was developing modern nations in the late Renaissance.

Conclusions

Balance Sheet of Gains and Losses

Gains

1. By Instructors

   a. Intimate acquaintance personally - respect for each other's minds and personalities - enjoyment of each other's work.
   b. New perspective on the kinds of problems regarded as important for discussion in each other's subject fields.
   c. Better insight into the nature of "integration" through long experience in trying it out.

2. By Students

   a. Increased interest in the two fields because of the presence of two instructors.
   b. Greater insight into what is meant by a "point of view" in the consideration of the same set of facts - there are different ways of approaching a "truth."
   c. Immediacy of association and interrelationship between the two subjects - at least part of the time. In a non-integrated section these connections would be more remote, though not necessarily impossible to achieve in time. It was this immediacy of expression of challenge or corroboration from a different point of view that most impressed the students in their evaluation of the experience.

Losses

1. By Instructors

   a. Doing six hours of work for five hours of credit.
   b. A feeling of frustration arising from the ever-pressing necessity to keep "integration" to the fore. On many occasions, for example, Hamilton felt that he was obliged to give too little attention to the process of intellectual discipline demanded by the very nature of language communication, e.g., in matters of literary analysis, interpretation of meaning, reading, skills. (Many of our

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students simply do not know how to read: it is not that the books are too difficult: there should be some difficult reading for college students, even in freshman year, if they are ever to develop their minds and their powers of analysis.)

I could do this in my non-integrated section with more freedom from restraint.

c. A sense of restriction when the "lead" set by the other man in discussion was on a tangent away from the first man's direction. This sort of thing had to be met by each, though it sometimes caused a loss of momentum.

2. By Students

a. Dubious value for cultivating the "habit of integration" during the times when the instructors were improvising the material.

b. Loss of sufficient time for thorough analysis of their written expressions. The writing they do is the most important element of their development: it reveals their grasp of fact, power of critical analysis, ability to interpret, and skill in communicating thought. To help them develop these powers takes time. Their written papers are the instruments by which they can hasten their intellectual maturity.

c. Too much free and easy discussion. I believe in discussion. The discussions we had were pretty consistently concerned with the students' own experience. But, in a discussion a student can flounder around and sound very plausible as he airs his "opinions" without much accuracy of citation or reference. When he is confronted with the discipline of "putting it in writing" (see 2b above), he must know what he is talking about and know how to communicate it clearly and coherently. Furthermore, writing (with time to help him improve it) makes him a sharper reader of the required books and helps him become more critical and positive in realizing his own life experience in response to what Plato, or Dante, or Goethe actually wrote.

Appendix A

Excerpts from the log of the Clayton-Hamilton section:

	Civilization and Citizenship	World Literature
9/28	Truth and bias in history	Conflicts, prejudices, differing interpretations of Old Testament.
9/20	Origins of man according to modern scientific theory.	Origin of man according to Genesis.

* * * * * *

10/9	Movies of cultures of Malayan and of Alaskan Eskimo. Brief discussion of ways in which people meet their needs.	Talk of what might be shown in a possible documentary film of life of Ancient Hebrews. Further evidence of how cultural pattern of Hebrews and surrounding people influenced Bible.
10/14	Discussion of topics for student reports aiming to relate older cultures to our present culture. Broad range of topics, seeking student interest, meaning.	Conflict of two cultures, pastoral vs. agricultural, in story of Cain and Abel. Showed how topics for Civilization and Citizenship could grow out of this Hebrew culture. Family characteristics.
10/16	Prehistoric cultures. What it means to be human. Our contacts with prehistoric ancestors.	Development of moral concepts in stories of Hebrews. Human sacrifice still practised.

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10/26	Instruction in use of library.	Pre-view of Job, Isaiah, etc.
10/30	Importance of social organization - emphasis on place of family in ancient Hebrew culture, today. Note on lack of objectivity in discussion.	God the Father - concept developed in patriarchal family. Family relationships: Samson, mother, wife; Ruth, mother-in-law; Samuel, mother Hannah; David, Absalom.
11/6	Egyptian art and customs (student report). King and Pharaoh bound by law. Mysticism and magic.	Saul the King, punished for not following the law as interpreted by Samuel. Mysticism: Saul's visit to witch of Endor.

* * * * * * *

11/18	Introduction to Greek culture: Aegean civilization. Comparison with U.S.A.	Hebrew psalms: lyric poetry, meaning of certain psalms. Value of psalms in our culture.
11/23	Greek philosophy: ways to truth. How was approach like or unlike Hebrews? Martyrs to truth.	Hebrew history: persecution and resistance. Place of Isaiah as prophet. Messiah as military leader. Martyrs to religion.
12/2	Preview of Roman culture: contrast with Greek - law, business, military engineering, entertainment, art, legends, religion. Some reference to Hebrew culture.	Contrast of Hebrew and Greek cultures. Some reference to Roman culture. Impact of all on Western culture.
12/7	Student report of development of music. Rhythms. Musical mechanics, complex and simple. Music of different periods.	Iliad as an art form: rhythm, metred pattern of expression. Musical nature of Greek language. Contrasted with Anglo-Saxon, English, French, and Russian.

12/9	Characteristics of Roman culture: development of social institutions, economic structure; political growth compared with present culture.	Early Greek culture as seen in incidents and characters of Iliad: family quarrels, draft dodgers, superstitions, etc.
12/11	Weakness of Roman Empire: barbarians, Christianity, slavery, brutality, fear, insecurity, superstition, magic. What of present age of uncertainty?	Class selected general items of their own discovery in the Iliad: mythology, religion, lack of respect for gods. Pride in Greek culture.
12/14	Student report on entertainment in Middle Ages: what it indicated of the culture of the period. Church influence. Minstrels.	Culture of early Greeks: games, influence of religion. Stories, myths, bards: Homer, the storyteller.

* * * * * * *

1/4	Student report: sex in culture. Modern psychology and sex. Sex in different cultures. Attitudes toward sex in our culture.	Introduction to Agamemnon. O'Neill's Mourning Becomes Electra to illustrate modern Freudian aspects. Sex basis in Greek literature: Dionysus.
1/6	Byzantine Empire: what life was like, strengths, weaknesses. Contrast with modern times. Maintenance of opportunity for art expression.	Structure and performance of a Greek tragedy: theater, chorus, audience, etc.

* * * * * * *

2/24	Development of modern nations with absolute monarchs. King and commoners vs. nobles. Loyalty to a people.	Odes of Horace as reflection of times. Popular philosophies shortly after replacement of republic by dictators.

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Selection of Minor Fields
Spring of 1958

The time has come for you to indicate your choice of a minor field of specialization. Will you please check one (only one) of the following minor fields. (This is a complete list of the minor fields which will be available for you in the fall of 1958. No others are available at the present time.)

Please print your name on the line provided.

1. English
2. French
3. Latin
4. Spanish
5. Mathematics
6. Music
7. History
8. Political Science
9. Geography
10. Physical Education
11. Speech
12. Accounting
13. Social Business
14. Biological Science
15. Physical Science
16. Secretarial Studies

_____
Name

2/25/58 - F

THE SELECTION OF A MINOR FIELD

I The following major fields have definite limitations as to academic minors which may be pursued.

A. Accounting and Business Practice majors must pursue a first minor in Social Business Studies. A second minor in an academic field is not possible during the sophomore year.
B. Secretarial and Business Practice majors must pursue a first minor in Social Business Studies. There is a possibility of starting a partial second minor in an academic field during the sophomore year depending on course combinations.
C. Speech majors must take a first minor in English.
D. Fine Arts majors must minor in Fine Arts.
E. Industrial Arts majors must minor in Industrial Arts.
F. Home Economics majors must minor in Home Economics.
G. Music majors must minor in Music.
H. Science majors must minor in Science.

II The following major fields permit the election of a first minor from among the minor fields listed under Section III.

A. English
B. French
C. Latin
D. Spanish
E. Mathematics
F. Social Studies

III Course Sequences for Academic Minors

		S.H.
A. Accounting and Business Practice Minor		
Bus.Ed. 201.	Accounting I	3
Bus.Ed. 202.	Accounting II	3
Bus.Ed. 301.	Accounting III	3
Bus.Ed. 302.	Accounting IV	3
Bus.Ed. 408.	Business Finance	2
Bus.Ed. 410.	Advanced Accounting	2
Bus.Ed. 411.	Tax Accounting	2
		18
B. Secretarial Studies Minor		
Bus.Ed. 103.	Typewriting I (4 periods)	0
Bus.Ed. 104.	Typewriting II (4 periods)	2
Bus.Ed. 203.	Typewriting III (3 periods)	1 ½
Bus.Ed. 204.	Typewriting IV (3 periods)	1 ½
Bus.Ed. 205.	Stenography I	4
Bus.Ed. 206.	Stenography II	4
Bus.Ed. 303.	Stenography and Transcription I	3
*Bus.Ed. 304.	Stenography and Transcription II	3*
Bus.Ed. 401C.	Methods of Teaching Secretarial Studies	2
		21

*Recommended

C. Social Business Minor

		S.H.
Bus.Ed. 101.	Business Organization and Management	3
Bus.Ed. 208.	Salesmanship	3
Bus.Ed. 305.	Business Law I	3
Bus.Ed. 308.	Economic Geography	3
Bus.Ed. 401A.	Methods of Teaching Typewriting and General Business	3
Bus.Ed. 409.	Consumer Education	3
		18

D. English Minor

From required cultural background courses - allowance of 6 credits	6
Plus 12 additional credits elected from among English courses comprising the English major	12
	18

E. French Minor

Fr. 101.	French Civilization: Early Periods	4
Fr. 102.	French Civilization: Renaissance	4
Fr. 201.	French Civilization: 17th Century	4
Fr. 202.	French Theatre: Corneille, Moliere, Racine	4
Fr. 402.	Advanced French Grammar and Composition	4
		20

F. Latin Minor

Lat. 101.	The Masters of Prose Literature	4
Lat. 102.	The Masters of Poetic Literature	4
Lat. 201.	Roman Letter Writing	4
Lat. 202.	Roman History and Biography	4
Lat. 402.	Advanced Latin Grammar and Composition	4
		20

G. Spanish Minor

Span. 101.	Civilization of Spain	4
Span. 102.	History and Literature of Spain	4
Span. 201.	The Period of Conquest and Colonization by Spain	4
Span. 202.	The Period of Independence to the Present Time	4
Span. 402.	Advanced Spanish Grammar and Composition	4
		20

H. Mathematics Minor

From required cultural background courses - allowance of 2 credits		2
Math. 101.	Mathematical Analysis, Part I	4
Math. 102.	Mathematical Analysis, Part II	4
Math. 201.	Calculus, Part I	4
Math. 202.	Calculus, Part II	4
Math. 304.	Solid Geometry (If not taken in high school - 2 semester-hours additional)	4
		18

I. Geography Minor

From required cultural background course - allowance of 2 credits		
Sci. 100C.	The Earth Sciences	2
Geog. 201.	Climatology	4
Geog. 202.	Geography of the Western Hemisphere	4
Geog. 301.	Geography of Eurasia	4
Geog. 302.	Economic Geography	4
		18

J. Physical Education Minor - Men

		S.H.
Phys.Ed. 201.	Anatomy and Physiology	4
Phys.Ed. 202.	History and Principles of Physical Education	2
Phys.Ed. 206.	Methods of Teaching Games	2
Phys.Ed.M307.	Methods of Coaching and Officiating, I	3
Phys.Ed.M308.	Methods of Coaching and Officiating, II	3
Phys.Ed.M405.	Management of Athletic Activities	2
Phys.Ed. 409.	Organization and Administration of Physical Education	2
		18

K. Physical Education Minor - Women

Phys.Ed. 201.	Anatomy and Physiology	4
Phys.Ed. 202.	History and Principles of Physical Education	2
Phys.Ed. 206.	Methods of Teaching Games	2
Phys.Ed.W307.	Methods in Sports for Women, I	2
Phys.Ed.W308.	Methods in Sports for Women, II	2
Phys.Ed. 313.	Methods of Teaching Folk and Square Dancing	2
Phys.Ed.W405.	The Program of Physical Education for High-School Girls	2
Phys.Ed. 409.	Organization and Administration of Physical Education	2
		18

L. Speech Minor

In lieu of required cultural background course, Eng. 200B, for 3 credits of background credit - Eng. 103 - Fundamentals of Speech for Speech Majors

Eng.104.	Phonetics	2
One of the following three courses:		2
Eng. 105.	Fundamentals of Acting - 2	
Eng. 435.	Stagecraft - 2	
Eng. 456.	Play Direction - 2	
Eng.106.	Oral Interpretation	2
Eng.204.	Extemporaneous Speaking	2
Eng.208.	Physics and Physiology of Speech and Hearing	3
Eng.209.	Speech Correction	2
Eng.410.	Speech Pathology	2
Eng.417.	Methods in the Teaching of Speech	3
		18

M. Biological Science Minor

From cultural background course, Sci. 100B - Survey of Biology, an allowance of 2 semester-hours		2
Biol. 101.	General Botany, Part I	4
Biol. 102.	General Botany, Part II	4
Biol. 201.	General Zoology, Part I	4
Biol. 202.	General Zoology, Part II	4
		18

N. Physical Science Minor

From cultural background course, Sci. 100A - Survey of Physical Science - an allowance of 2 semester-hours		2
Chem.101.	General College Chemistry, Part I	4
Chem.102.	General College Chemistry, Part II	4
Phys.101.	General College Physics, Part I	4
Phys.102.	General College Physics, Part II	4
		18

O. Music Minor

		S.H.
Mus. 101.	Sight Reading and Ear Training	2
Mus. 102.	Advanced Sight Reading and Ear Training	2
Mus. 201.	Harmony	4
Mus. 207.	Epochs in Musical Development, Part I	2
Mus. 208.	Epochs in Musical Development, Part II	2
Mus. 301.	Choral Technique	2
Mus. 306.	High-School Orchestras and Bands	2
Mus. 401.	The Teaching of Music in Secondary Schools	3
		19

Piano is required without credit.
Music minors are required to participate in one musical organization throughout the three years.

P. History Minor

From [illegible] background courses - allowance of 6 semester-hours

Soc. St. [illegible]	Civilization and Citizenship, I	3
Soc. St. [illegible]	Civilization and Citizenship, II	3
Soc. St. [illegible]	American History to 1860	4
Soc. St. [illegible]	American History: 1869 to the Present	4
Either Soc. St. 101.	European History: 1492-1815	4
or Soc. St. 102.	European History: 1815-1920	18

Q. Political Science Minor

From [illegible] background courses - allowance of 6 semester-hours

Soc. St. [illegible]	Contemporary American Life, I	3
Soc. St. [illegible]	Contemporary American Life, II	3
Soc. St. [illegible]	The Origins and Development of the American Economy	2
Soc. St. [illegible]	Economics	4
Soc. St. [illegible]	American Government	2
Soc. St. [illegible]	Comparative Government	2
Soc. St. 407.	N.J. State and Local Government	2
		18

Date _____

NAME _____

MAJOR _____

FIRST MINOR Social Business Studies

SECOND MINOR _____

Program for Academic Year - 1955-1956

Semester I		Semester II	
Eng.200A Bus.Ed. Composition	3	Eng.200B Fundamentals of Speech	3
Int.200A Child Growth & Development	2	Int.200B Adolescent Psychology	2
S.S.200A Contemporary American Life	3	S.S.200B Contemporary Am. Life	3
Phys.Ed. Activities	0	Phys.Ed. Activities	0
BUS.ED.203 TYPEWRITING, III	1½	BUS.ED.204 TYPEWRITING, IV	1½
Major _____		Major _____	
Minor _____		Minor _____	
Total _____		Total _____	

3/1/55 - F

THE BUSINESS EDUCATION DEPARTMENT

The Business Education Department now prepares teachers who are qualified to teach all of the business subjects usually taught in high schools. Every major will be certified to teach typewriting and the general business subjects. In addition, there will be a choice of two major areas:

1. Accounting and Business Practice
2. Secretarial and Business Practice

The major (accounting or secretarial) and the minor in general business and typewriting will still give business education students an opportunity to take a second minor. In this way, an accounting major could take a second minor in secretarial studies. A secretarial major could take a second minor in accounting. Or, in either case, the second minor can be selected from any of the other minors offered at the College such as English, languages, mathematics, geography, speech, biology, music, history, political science, and physical science, and physical education.

Accounting and Business Teacher [illegible]
Social Business & Studies Minor
Certification in Secretarial Studies
(or Academic Minor)

Freshman Year

Semester I		Semester II	
Eng.100A World Literature, I	3	Eng.100B World Literature, II	3
S.S.100A Civilization & Citizenship, I	3	S.S.100B Civilization & Citizenship, II	3
Art 100 Art Appreciation	1	Mus.100 Music Appreciation	1
Int.100 Mental Hyg. & Pers. Adjt.	2	Sci.100B Earth Sciences	2
Sci.100A(or) Survey of Phys.Sci.	4	H.Ed.100 Healthful Living	4
Sci.100B Survey of Biology			
Phys.Ed. Activities	0	Phys.Ed. Activities	0
BUS.ED.101 BUS. ORG. & MGT.	3	BUS.ED.102 BUSINESS MATHEMATICS	3
BUS.ED.103 TYPEWRITING (4 periods)	0	BUS.ED.104 TYPEWRITING (4 periods)	0
	16		16

Sophomore Year

Eng.200A Bus.Ed. Composition	3	Eng.200B Fundamentals of Speech	3
Int.200A Child Growth & Development	2	Int.200B Adolescent Psychology	2
S.S.200A Contemporary American Life	3	S.S.200B Contemporary American Life	3
BUS.ED.201 ACCOUNTING, I	3	BUS.ED.202 ACCOUNTING, II	3
BUS.ED.203 TYPEWRITING, III (3 pers.)	1½	BUS.ED.204 TYPEWRITING, IV (3 pers.)	1½
BUS.ED.205 STENOGRAPHY, I	4	BUS.ED.206 STENOGRAPHY, II	4
or Academic minor		or Academic minor	
Phys.Ed. Activities	0	Phys.Ed. Activities	0
	16½		16½

Junior Year

Int.300A Aims & Org. of Sec. Ed.	2	Int.300B Prin.& Tech. of Sec.Ed.	2
Lang.300 Foundations of Language	2	BUS.ED.408 BUSINESS FINANCE	3
BUS.ED.301 ACCOUNTING, III	3	BUS.ED.302 ACCOUNTING, IV	3
BUS.ED.305 BUSINESS LAW, I	3	BUS.ED.306 BUSINESS LAW, II	3
BUS.ED.208 SALESMANSHIP	3	BUS.ED.308 ECONOMIC GEOGRAPHY	3
BUS.ED.303 STENOGRAPHY & TRANS., I	3	BUS.ED.409 CONSUMER EDUCATION	3
or Academic minor		*BUS.ED.304 STENO. & TRANS., II	3
	16		16

*Recommended if possible

Senior Year

Int.400A Prin.& Philos. of Sec. Ed.	2	Int.403 Student Teaching	12
Math.400 Educational Statistics	2	Int.400B Practicum in Sec. Ed.	2
BUS.ED.401A METH.OF TCH. TYPE & GEN.BUS.	3	BUS.ED.411 TAX ACCOUNTING	3
BUS.ED.401B METH.OF TCH. BOOKKEEPING & ACCOUNTING	2	BUS.ED.407 OFFICE PRACTICE - SECRETARIAL	3
BUS.ED.405 OFFICE PRACTICE - CLERICAL	3		
BUS.ED.410 ADVANCED ACCOUNTING	2		
BUS.ED.401C METH.OF TCHG. SECRE. STUD.	2		
or Academic minor			
	16		17

Freshman Year	32 s.hrs.
Soph. Year	33
Jr. Year	32
Sr. Year	33

2/23/55 - F

Secretarial and Business Practice Major
Social Business Studies Minor
Certification in Accounting
(or Academic Minor)

Freshman Year

Semester I		Semester II	
Eng.100A World Literature, I	3	Eng.100B World Literature, II	3
S.S.100A Civilization & Citizenship	3	S.S.100B Civilization & Citizenship	3
Art 100 Art Appreciation	1	Mus.100 Music Appreciation	1
Int.100 Mental Hyg. & Pers. Adj.	2	Sci.100C Earth Sciences	2
Sci.100A(or)Survey of Phys. Ci.	4	H.Ed.100 Healthful Living	2
Sci.100B Survey of Biology			
Phys.Ed. Activities	0	Phys.Ed. Activities	0
BUS.ED.101 BUS. ORG. & MGT.	3	BUS.ED.102 BUSINESS MATHEMATICS	3
BUS.ED.103 TYPEWRITING (4 periods)	0	BUS.ED.104 TYPEWRITING (4 periods)	2
	16		16

Sophomore Year

Eng.200A Bus.Ed. Composition	3	Eng.200B Fundamentals of Speech	3
Int.200A Child Growth & Development	2	Int.200B Adolescent Psychology	2
S.S.200A Contemporary American Life	3	S.S.200B Contemporary American Life	3
BUS.ED.203 TYPEWRITING, III (3 pers.)	1½	BUS.ED.204 TYPEWRITING, IV (3 pers.)	1½
BUS.ED.205 STENOGRAPHY, I	4	BUS.ED.206 STENOGRAPHY, II	4
BUS.ED.201 ACCOUNTING, I	3	BUS.ED.202 ACCOUNTING, II	3
or Academic minor		or Academic minor	
Phys.Ed. Activities	0	Phys.Ed. Activities	0
	16½		16½

Junior Year

Int.300A Aims & Org. of Sec.Ed.	2	Int.300B Prin.& Tech. of Sec.Ed.	2
Lang.300 Foundations of Language	2	BUS.ED.409 CONSUMER EDUCATION	3
BUS.ED.305 BUSINESS LAW, I	3	BUS.ED.306 BUSINESS LAW, II	3
BUS.ED.208 SALESMANSHIP	3	BUS.ED.308 ECONOMIC GEOGRAPHY	3
BUS.ED.303 STENO. & TRANS., I	3	BUS.ED.304 STENO. & TRANS., II	3
BUS.ED.301 ACCOUNTING, III	3	BUS.ED.302 ACCOUNTING, IV	3
or Academic minor		or Academic minor	
	16		17

Senior Year

Int.400A Prin. & Philos. of Ed.	2	Int.403 Student Teaching	10
Math.400 Educational Statistics	2	Int.400B Practicum in Sec.Ed.	2
BUS.ED.401A METH.OF TCH. TYPE. & GEN.BUS.	3	BUS.ED.407 OFFICE PRACTICE - SECRETARIAL	3
BUS.ED.401C METH.OF TCHG. SECRE. STUDIES	2		15
BUS.ED.405 OFFICE PRACTICE - CLERICAL	3		
Elective	2		
BUS.ED.401B METH. OF TCH. BOOKKEEPING AND ACCOUNTING	2		
or Academic minor			
	16		

Freshman Year	32 s.hrs.
Soph. Year	33
Jr. Year	33
Sr. Year	31
	129 s.hrs.

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Juniors - Balance of Senior Programs

Guidance sessions were held by the Dean's Office during the month of April with all juniors through a class period taken from each of the Int. 300B classes. At this time copies of their senior programs projected individually on the basis of major-minor sequences were distributed to all juniors together with a listing of course offerings for the ensuing year. Students were asked to complete the balance of their programs, and this information was made available to department heads in preparing the final listing of course offerings.

Summary

A study of trends in elective choices indicated by students on the basis of the above sessions indicates that consideration should be given to reintroducing electives back into the College program, especially in the areas of English and social studies. Students are gradually moving away from the elementary education program desiring program enrichment in their major and minor fields and, in some cases, a second minor.

Special Features in Scheduling

College High School

With an increasing College enrollment and the introduction of new College curricula, greater pressure is being exerted by the various subject-matter departments to introduce special features into the College High School program so as to improve the laboratory school as a demonstration-learning situation for College students. However, without a corresponding increase in the College High School enrollment, this trend on the part of the various subject-matter departments presents some very serious problems which have been encountered by the Dean's Office in relation to scheduling.

Obviously, with the introduction of wider elective opportunities in the College High School without increasing the size of the student body, smaller classes in elective offerings will result. This raises the immediate question as to whether or not such classes present typical high-school demonstration situations for the College students as observers.

Also, with the introduction of greater elective offerings in the upper grades of the College High School, scheduling becomes more and more difficult. Since it is possible to offer only one section of a particular subject, the schedule maker is placed in a hazardous position. If all combinations are to be open to all students in a given grade, then the school day must be lengthened involving, in many cases, long wait-overs between classes until a desired elective class appears very late in the day, a doubtful procedure in a school not equipped to handle large groups of students with free periods both from the point of view of no organized study halls and lack of permanent College High School personnel. The alternative to the above is either to have basic conflicts between certain elective offerings or to run electives counter to the activities offerings in art, music, sports, etc. All of these arrangements cause problems of adjustment with the various departments and students affected.

Specifically, the following situations greatly complicate scheduling in the College High School:

Science - Children of Junior Centuries

Experiment examples were held by the Jewish Society for Science, by groups of girls aged 12-14, pupils learning a class journal taken from each of the two Junior Centuries. It was also carried out by single senior students (students participating as one unit) a variety of adjustment experiments were distributed in all Junior Centuries with a lesson of senior students giving the general plan. Students were asked to complete the indexes of their journals, and some information was made available to department heads in preparing the final lesson of their students.

Results

A study is based on identify school children participant in discussion in the basis of the study results Children have experimental results on June 20 information processing each into the Junior Centuries, specially in the area of English and social studies. Students are generally motivated by their elementary education process having provide motivated in their study and other fields and, in each study, a second phase.

Special Problems in Innovations

Problems in School

Even in University, College experiments are also innovations in the College curriculum, special problems in order involved by the College Science Study Institute. Experiments in Innovations special Junior Centuries into the College curriculum are to be learning the University which is a Experimental-Science students attending for College students. However, without a Junior-Senior Centuries in the College high school education, this trend in the part of the College experimentation Institutes provided some very serious problems which have been encountered by the Institute Office in relation to revisions.

Initially, when the introduction of Junior elements appeared in the College Study Institute Committee the view of the student body, serious change in elements College students will result. This raised the Institute Committee to decide or not with College Junior Centuries Institutional experimentation the College students as examples.

Also, with the introduction of Junior elements effective in the upper course of the College high school, students learning more and more difficult. Since it is possible to after only one course of a particular subject, the possible order is placed in a Junior Centuries curriculum. If all students also to be open to all students in a class group, then the senior may not be interested learning, in some cases, that subsequent College course will a Junior elements class groups were late in the day, a student prepared in a school not wanted to enter large groups of students in the course with time the class of the required study and lack of personal interest high school experiment. The alternative in the Junior is either to have work sessions between Junior elements effective or to use elements course in the subsequent College elements in any study, course, etc. All of these arrangements have problems of adjustment with the regular experiments and student interest.

Specifically, the College elements Junior Centuries experiments - College in the College high school.

Academic Guidance of Students

Freshmen - Choice of Minor Fields

A full period visit was made by the Dean's Office during the month of April to each of the Civilization and Citizenship classes with the exception of those taught by Mr. Kops (covered by Mr. Kops himself) for the purpose of counseling with the freshmen with reference to the selection of minor fields. Curriculum patterns for the various majors were outlined with emphasis on the place of the minor in the total program. Coming opportunities for free electives, second minors, major and minor enrichment, and the elementary education program were also outlined. The attached materials were distributed to all freshmen.

Students were asked to make their final selections of minor fields on the basis of the guidance given in these sessions; consultation with department heads, faculty advisers, class instructors, various administrative officers; and printed information.

Freshman Business Education Majors - Major Specialization within the Department

In cooperation with the Chairman of the Department of Business Education a guidance session was held with all the freshman business education majors for the purpose of having these students select their areas of major specialization within the Department. An explanation was given of the various possibilities for major-minor combinations under the reorganized business education program. The various features of the Accounting and Business Practice major, the Secretarial Studies and Business Practice major, the Social Business Studies minor, the comprehensive business education program, and academic minors outside the Business Education Department were covered. The attached materials were distributed, and students were asked to decide about their major-minor- and elective programs for the balance of their time in the College.

Sophomores - Choice of Elective Offerings

A full period visit during the month of April was made by the Dean's Office to each of the sophomore Social Studies 200 classes. Inasmuch as the opportunity to participate in the elementary-education program has been placed on an elective basis beginning with the class of 1957, it became necessary to ascertain from this group, as rising juniors, how they wished to distribute themselves among their elective offerings which during the junior year constitute about one-quarter of the program for English, social studies, language, speech, and mathematics majors.

During these sessions with the sophomores copies of their junior programs projected individually on the basis of major-minor-background combinations were distributed to all students together with a listing of anticipated course offerings for 1955-56. Guidance was then given as to the feasibility of pursuing a second minor, elective enrichment in major or minor fields, scattered electives in areas of special interest, or participating in the elementary-education program on an elective basis.

Students were asked to select the balance of their junior programs. This information was then organized by the Dean's Office into estimates sent to the department heads to be used in determining final course offerings for the ensuing year, numbers of sections, etc.

[illegible] de [illegible]

[illegible] de [illegible]

[illegible] - [illegible] de [illegible]

[illegible]

[illegible]

[illegible] [illegible] - [illegible] [illegible] [illegible]

[illegible]

[illegible] - [illegible] de [illegible]

[illegible]

[illegible]

[illegible]

(1) A highly complicated language program - Beginning at the Eighth Grade level a first modern language (French and Spanish alternating) is introduced and continued through the Ninth Grade. At the Tenth Grade level opportunity is given to continue the first modern language, elect Latin, and also to start a second modern language (the one not started at the Eighth Grade level.) At the Tenth Grade level, usually the second modern language class is composed of a very small group. Then at the Eleventh Grade level the small modern language class begun the preceding year at the Tenth Grade (the current second year of that language) must now be consolidated with the appropriate second year language class of the grade immediately behind (the current Tenth Grade class.) The same process must be carried out at the next level in bringing together appropriate language classes (the third year of a particular language) at both the Eleventh and Twelfth Grade levels. These combinations of small language classes between grades present an almost intolerable scheduling proposition which is further aggravated by the factor that the same individual carries all of the Spanish classes in the College High School; therefore, there may be no overlapping of Spanish classes.

(2) All of the Spanish classes are taught by the same instructor. See above problem.

(3) The Eleventh Grade chemistry class and the Twelfth Grade physics class are taught by the same person in the same room. These classes must come in the afternoon. There can be no overlapping of classes. This factor aggravates and is aggravated by the language situation since most of the language classes must also come in the afternoon. Also, the chemistry class must have two laboratories because of over-crowding in the room.

(4) With the introduction of more electives into the College High School program, we are forced to schedule language classes, etc., in the 2:30 period which had been held for the activities. There is resulting problem for the Music Department, etc.

(5) Scheduling in the College High School has been arranged in conjunction with observation requirements as outlined by major department heads. It has been found that some departments do not utilize these observations to the fullest. This is discouraging after a concerted effort has been made to reserve these hours on the schedules of the College students. It is hard to get the students to see the wisdom of retaining these open hours in their programs, if the departments do not emphasize observation requirements with the students.

<u>Music 100 and Art 100 Classes</u>

These background classes were seriously overloaded during 1954-55. As an expediency, some students were withdrawn from these classes and placed in Mathematics 300 and Language 300, the only background classes small enough to accommodate them. Scheduling of art classes becomes more and more complicated with all classes being held in either the shop or the College High School art room. More and more people are using these facilities. Also the scheduling of the music classes is most difficult since all theory classes with the exception of those taught by Dr. McEachern and Miss Morse must be scheduled in the one available classroom, Room 1. Thus, several instructors must alternate in the use of this one classroom. Also, music majors may not have regularly organized classes during the 11:30, 12:30, and 3:30 hours because of musical activities.

(1) A [illegible] [illegible] [illegible] - [illegible] [illegible] [illegible]

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Science 100A and 100B Classes

The enrollments in the Science 100A and 100B classes are also limited by room accommodations. These classes were oversized in 1954-55. Also, the composition of these classes presents a highly complicated arrangement. The Dean's Office makes a survey of the high-school science preparation of each entering freshman. Students are then scheduled for either Sci. 100A or 100B on the basis of their area of weakness in high-school preparation.

Contemporary American Life Classes

In 1954-55, for the first time, the pattern of scheduling of classes by major blocks was broken at the request of the faculty members teaching the Soc.St. 200 classes. Students from the various major groupings were brought together in the various 200 classes for the purpose of obtaining greater variety of class contributions. Also, two or three sections of the course were scheduled at the same hours so as to permit consolidation for large group meetings for special speakers, etc. In changing semesters, some groups were transferred in toto from one teacher to another; other groups were retained by the original instructor.

English 200A and 200B Classes

A serious effort is made to retain the membership of these classes at 20 students each.

Reorganized Business Education Major

With the introduction of the reorganized Business Education major scheduling becomes very complicated for these majors since so many elements of flexibility are desired. All combinations must be possible; a comprehensive major and minor in business with certification in the third area of business, a major and minor in business with an academic minor in any one of the areas open as a minor field. A complex scheduling arrangement must be utilized in order to achieve this degree of flexibility.

Faculty Adjustments

Faculty adjustments also complicate scheduling. Provision must be made for days off for supervision, a common time for the weekly meeting of the Administrative Council, professional club commitments in a few cases, provision for travel time for faculty members living at great distances or in inaccessible places (no 8:30 classes for those living in New York, etc.), provisions for faculty members having special professional commitments, provision for women with young children, provisions for certain vested interests for senior faculty members, etc.

Soc.St. 302 Course

The scheduling of the S.S.302 course presents a very awkward scheduling arrangement. Students taking this course must be clear from 10:30 on on Thursdays. This means that they automatically are cut off from the possibility of taking TT classes from 10:30 on. Resulting schedules for students taking this course show a very heavy grouping of MW classes. Also, this means, in several instances, that the off day for four-point courses which will be taken by students in the S.S.302 course will have to be

[illegible] of [illegible], 18

[illegible] 1920 and 1929 [illegible]

[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

[illegible] [illegible]

[illegible]

Thursday. This arrangement is sometimes unpopular with faculty members teaching those four-point courses.

Physical Education Activities Classes

The problem of providing all of our students in the freshman and sophomore classes with gymnasium classes is one of the most difficult we encounter in scheduling. The College Gymnasium is used to the utmost, and the College High School gymnasium almost so. We are, therefore, limited in the maximum number of gymnasium classes which can be created. In order to relieve overcrowding, students are permitted to substitute swimming and square dancing for the required gymnasium classes. The organization of the square-dance classes has been handled by the Dean's Office, and this type of activity has been very popular with the students.

Increased Trend toward more Three-Point Courses and Fewer Two-Point Courses

Curriculum revision has brought about a decided tendency toward more three-point courses and a corresponding reduction in two-point courses. While this trend is most desirable from an academic point of view, scheduling is complicated because of the pressure exerted on more and more Monday, Wednesday, and Friday classes. With our limited physical facilities this situation is particularly difficult.

Summary

With all of the above factors combined with the increasing opportunities for electives in light of the relaxing of the elementary education required program, the introduction of the new majors, the increasing college enrollment, and the greater possible program combinations, scheduling is becoming an increasingly complicated procedure with the emphasis shifting more and more from block to individual program combinations. From a professional point of view this is most desirable. However, to achieve individual flexibility in scheduling, greater guidance and greater study and care in program planning and making are necessary. It is impossible to plan intelligently unless student plans with reference to programming are known. Therefore, guidance sessions and student surveys become necessary. As a result of the information derived therein, greater care must be taken in program making so as to make possible for the students all of these flexible program combinations.

Many of these complications of scheduling have arisen not only because of increased enrollment and expansion of curricular and course offerings, but also because of a sincere desire on the part of administration and staff members to improve the quality of instruction and the professional effectiveness of the work. However, with limited space and staff there is a point beyond which the office cannot carry this program without some relief.

There are several ways in which some assistance would prove fruitful if the scheduling and guidance problems are to be solved along the lines already developed. These suggestions are in addition to the obvious help that will come with expanded physical facilities with greater flexibility of room utilization.

(1) Additional trained secretarial help beyond that provided by student assistance which is irregular and for which we lack working space.

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(2) Additional work space and space for reception and conferences with students and faculty as well as visitors.

(3) Acceptance of more responsibility for students' academic guidance on the part of department heads and faculty counselors.

(4) Limitation of effort to provide observation for all departments in the College High School and revision in the language offerings in the College High School.

(5) Responsibility for exemptions or selection of variables in requirements such as the background sciences for students accepted and carried out by department heads with follow through of certified lists as needed for each department.

Part II - Other Activities

Graduate Catalog

The biennial revision of the graduate catalog was completed during the year. Improved and clarified statements of requirements in the departments, rearrangement of administrative and faculty list, restatement of research and thesis requirements, and revision of the list of course offerings were the principal changes.

Assemblies and Special Conferences

The Assembly Committee planned a limited number of assemblies for the year, again conditioned by inadequate facilities and loss of class instructional time. Experiments were tried with assemblies for use in relation to class work of the Civilization and Citizenship and World Literature classes. The problem of gearing speakers and topic with the class study for all sections is a difficult one. The solution will probably lie in the greater use of our own staff for such lectures when a place to hold the lectures is open for use.

The list of programs for the year follows:

Assembly Programs, 1954 - 1955

Wed., Sept. 29	Fall College Convocation - All College Program - Dean Ernest O. Melby, New York University, Speaker
Tues., Oct. 5	Freshman Assembly - SGA presentation of the College activities program
Tues., Oct. 26	Political Campaign Assembly - All College Program - sponsored by S.S.402A classes - Martin S. Fox and Robert Kean, speakers
Wed., Nov. 17	Senior Class Assembly - Program on the place of the Congress of Parents and Teachers in the schools

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Mon., Nov. 22	Freshman Class Assembly - Dr. Paul L. Dengler of Austria spoke on "America's Place in the World Today."
Wed., Dec. 8	Freshman Class Assembly - Rabbi Murray Blackman of Paterson, a representative of the Jewish Chautauqua Society, spoke on the history of Jewish culture in America for the past 300 years.
Tues., Dec. 14	All College Assembly - Traditional Christmas music program
Fri., Jan. 7	Freshman Assembly - Professor Raphael Patai spoke on the Middle East.
Mon., Feb. 14	All College Assembly - Band Concert
Thurs., March 24	All College Assembly - Work of the Citizenship Committee
Mon., April 25	All College Assembly - SGA presentation of candidates for office for 1955-1956
Thurs., May 19	All College Assembly - Trenton Exchange Assembly - Musical Program
Wed., May 25	All College Assembly - Awards' Assembly
Tues., June 7	All College Assembly - Senior Assembly

Visitation-day programs for high-school Future Teachers of America Clubs increased in number and scope. This activity is related both to recruitment and public relations as well as providing some opportunity for student participation. The Dean and the Secretary to the Dean are advisers of the College Chapter, and in this respect the Dean's Office is a logical center for this work. Recruitment personnel and Admissions Office staff should assume a greater responsibility for the actual work involved.

The list of clubs and groups of high-school students visiting the campus on organized visitation-day programs follows:

Visitation Day Programs - 1954 - 1955

Future Teachers of America High School Chapters

Date	School	No. Attending
Dec. 1	A.J. Demarest High School, Hoboken	20
Dec. 8	Woodstown High School	5
Feb. 14	Grover Cleveland High School, Caldwell	25
Feb. 18	Benedictine Academy	4
Feb. 23	Bloomfield High School	45

Item of Consideration 22

Item, Item 22 — Technical Class assembly - for, and in lieu of, Item 9 of Section one "Amendments Close to the Table" Section 1

Item, Item 1 — Technical Class assembly - Short Title, Citation of Technical Class Regulations as the Short Title, Commencement and Application of Technical Class Regulations to assembly for the year 2000 period.

Item, Item 22 — All Nations Assembly - Nationwide Conference assembly

Item, Item 1 — Technical Assembly - Technical Class Order in the Nations Assembly

Item, Item 22 — All Nations Assembly - Final Report

Item, Item 22 — All Nations Assembly - Area of the Conference Report

Item, Item 22 — All Nations Assembly - the Commencement of Resolution for Nations the Conference

Item, Item 22 — All Nations Assembly - Technical Business Assembly - Annual Report

Item, Item 22 — All Nations Assembly - Annual Assembly

Item, Item 1 — All Nations Assembly - Review Assembly

Technical Assembly Programme for International Nations Conference on Business Class Technical in Review and Report. This Report is related into in Technical and Nations Conference. We need to Consider the Business Class Conference Conference. We have met the Conference in the Year and Nations of the Nations Conference and to Nations Conference the Report. Article 1a, a Revised Business Class Report. Technical Conference Nations Conference Report Report Business a Report Conference for the Report Conference.

The Class of Nations and Group of Conference Business Conference Nations on Business Conference Conference Nations Conference.

Technical Class Conference - Item - Item

Class Conference of Business Nations Report Conference

Date	Subject	Non Attending
Item 1	All Nations Class Assembly Business	22
Item 2	Business Class Report	1
Item 22	Review Conference Class Assembly Conference	22
Item 22	Business Class Assembly	1
Item 22	Conference Class Report	22

Dean of Instruction, 25

March 16	Bound Brook High School	25
	Hackettstown High School	15
April 25	Middletown Township High School	25
May 4	Union Hill High School	12
May 5	Saddle River Township Junior High School	30
May 9	Irvington High School	30
May 10	Saddle River Township Junior High School	25
May 11	South Side High School, Newark	12
May 13	Eastside High School, Paterson	20
May 18	Point Pleasant Beach High School	16
May 19	Ferris High School, Jersey City	25
	Snyder High School, Jersey City	15
May 23	Boonton High School	10
May 26	Lyndhurst High School	9
May 27	Center School, Bloomfield (Elementary)	3
	Total	371

Faculty Committees

The list of committee assignments for the year is as follows: (See attached list.)

Foreign Student Advisement

The Dean's Office is responsible for the recommendation for acceptance of foreign students, arrangements with sponsoring agencies, and general academic and personal advisement. Work/scholarships are provided for almost all of the foreign students, providing remission of tuition charge in exchange for talks before classes, clubs, and community organizations. Many of these obligations are informally arranged. The major obligations are scheduled so that the least amount of interference with class and study time will be necessary.

The list of definitely arranged program appearances follows:

October 15	Women's Association Meeting, Presbyterian Church, South Munn Ave., East Orange
October 26	Bergen Street School PTA, Newark - World Brotherhood Program
November 16	Intermediate Group, College Woman's Club of Montclair

Table of Contents, ii

[illegible]

[illegible]

[illegible]

[illegible]

The list of [illegible] [illegible]

ORGANIZATION OF FACULTY COMMITTEES
1954 - 1955

COMMITTEE ON COMMITTEES
Dr. Huber, Chairman
Dr. Ingebritsen
Dr. Fulcomer

COMMITTEE ON ASSEMBLY PROGRAMS
Mr. Huber, Chairman
Mr. Ballare
Dr. Fincher
Dr. McEachern
Dr. K.O. Smith
Plus students

COMMITTEE ON CITIZENSHIP EDUCATION
Dr. Clayton, Chairman
Mrs. Corso
Dr. E.C. Davis
Miss Dix
Dr. Fincher
Dr. Fraser
Miss Stewart
Dr. Huber
Mr. Kops
Dr. Partridge
Miss Pennington
Dr. Reed
Dr. Moffatt
Dr. Van Derveer

COMMITTEE ON STUDENT PERSONNEL
Dr. E.C. Davis, Chairman
Miss House
Dr. Ingebritsen
Dr. Lutz
Mr. Neuner
Miss Sherwin
Dr. Wurts

COMMITTEE ON CURRICULUM
Dr. Huber, Chairman
Dr. Atkinson
Dr. Clayton
Mr. Conrad
Dr. Fulcomer
Dr. Hadley
Dr. D.R. Davis
Dr. Reed
Dr. W.S. Smith

COMMITTEE ON GRADUATE WORK
Dr. Ingebritsen, Chairman
Dr. D.R. Davis
Miss Favor
Mr. Hamilton
Dr. Huber
Dr. Partridge
Dr. Phipps
Dr. Reed
Dr. Rellahan
Mr. Sheppard or Dr. Van Derveer

COMMITTEE ON FOREIGN STUDENT EXCHANGE PROGRAM
Dr. Huber, Chairman
Mr. Pettegrove
Dr. Fincher
Mrs. Cressey
Miss Escoriaza
Dr. Fraser

COMMITTEE ON SCHOLARSHIPS
Dr. E.C. Davis, Chairman
Dr. Huber
Mr. Morehead
Dr. Partridge
Miss Sherwin
Mr. Siegel
Plus head of department for major of candidate to be considered

COMMITTEE ON CIVILIAN DEFENSE AND SAFETY
Dr. E.C. Davis, Chairman
Mr. DeRosa
Dr. Huber
Dr. Milstead
Dr. Reed
Miss Sherwin
Dr. Wurts

MEN'S ATHLETIC COUNCIL
Mr. Schmidt, Chairman
Mr. Neuner (for Mr. Clifford)
Dr. Milstead
Plus students

COMMITTEE ON FOOD SERVICE
Dr. Wurts, Chairman
Miss Foster
Miss Pritchard
Plus one student

COMMITTEE FOR BUILDING PLANS
Members of the Administrative Council
Mr. Morehead, Executive Secretary of the Committee

Discontinued Committees

Committee on Television in Education
Committee on Adult Education
Committee on Teaching Aids
Committee on Public School Relations

CURRICULUM COMMISSION COMMITTEE ORGANIZATION FOR THE COLLEGE

I Members of State Curriculum Commission

Dr. Partridge
Dr. Huber
Dr. Hadley

II Members of State General Education Committee

Dr. Fulcomer
Dr. D.R. Davis

III Members of State Professional Education Committee

Dr. Reed
Dr. Atkinson

IV College General Education Committee

Chairman - Dr. E.S. Fulcomer; Recording Secretary - Mrs. Corso

Faculty Membership - Organization of Six Sub-Committees

A.
Dr. Christmann
Miss Cridlebaugh
Dr. D.R. Davis
Mr. Dioguardi
Miss Dix
Miss Escoriaza
Mr. Moore
Mrs. Ramsden
Dr. Rellahan
Mr. Thomas

B.
Miss Favor
Miss Foster
Dr. Gage
Mr. Kohn
Miss Kauffman
Mr. Placek
Mr. Willing

C.
Mr. Bohn
Dr. Folsom
Miss House
Mr. Humphreys
Dr. McEachern
Mr. Neuner
Dr. K.O. Smith
Miss Tonone

D.
Mr. Ballare
Mr. Cohen
Miss Duke
Dr. Fulcomer
Dr. Milstead
Miss Peloro
Mr. Sheft
Mr. Steinhart

E.
Dr. Bock
Mr. Boucher
Mr. Rye
Miss Fantone
Mr. Fox
Dr. Krauss
Mr. Present
Dr. Young

F.
Mrs. Corso
Dr. E.C. Davis
Mrs. Knowlton
Mr. Kops
Mr. Pettegrove
Mr. Sheppard
Miss Sherwin
Mr. Varnacchia
Dr. Wurts

Student Membership

Seniors - June Sasaki, Adele Russell, Bernice Fushe
Juniors - Jacques Rizzo, Gwendolyn Rytter
Sophomore - Barbara Floriani

V College Basic Professional Education Committee

Faculty Membership

Mr. Allen
Mr. Ambry
Dr. Atkinson
Dr. Clayton
Mrs. Cressey
Mr. DeRosa
Dr. Fincher
Dr. Fraser
Dr. Froehlich
Mr. Hamilton
Dr. Ingebritsen
Mrs. Loons
Miss Kuhnen
Dr. Lutz
Dr. McLachlan
Miss Merlehan
Dr. Moffatt
Mr. Morehead
Miss Morse
Dr. Phipps
Miss Pennington
Miss Osgood
Dr. Reed
Dr. W.S. Smith
Miss Stewart
Dr. Van Derveer
Mr. Zerbe

Student Membership

Seniors - Michael Praschak, Mary Ann Janson

VI Faculty Membership on State Committees on Major Specialization

1. English - Mr. Hamilton, Miss Pennington
2. Social Studies - Dr. Gage, Dr. Rellahan
3. Mathematics - Dr. D.R. Davis
4. Science - Dr. McLachlan, Mr. Allen
5. Business Education - Mr. Sheppard, Dr. Van Derveer
6. Speech - Mr. Fox, Miss Kauffman
7. Music - Dr. McEachern, Mr. Moore, Miss Morse
8. Health and Physical Education - Mr. Schmidt Alternates - Miss Foster, Miss Duke
9. Foreign Language Department - Mrs. Cressey, Miss Peloro, Dr. Bock
10. Industrial Arts - Dr. Huber, Mr. DeRosa
11. Fine Arts - Mr. Vernacchia, Miss Osgood
12. Home Economics - The Standing Curriculum Committee of the College with the curriculum consultants in home-economics education of the State Department of Education

Office of the Dean of Instruction

9/27/54 - F

Dean of Instruction, 26

January 11	Miller Street School PTA, Newark
January 17	Chancellor Ave. School PTA, Newark
January 23	Supper Meeting of Montclair YWCA Young Adults
February 18	Bloomfield Junior High School
March 7	Sparta Rotary Club
March 17	College Women's Club of the Oranges
March 26	Mr. Kops's Conference on World Affairs
April 20	Gregory School PTA, West Orange
April 26	Boonton Rotary Club
May 3	Montclair Rotary Club

Meetings and Conferences Attended

1954

Sept. 10	Curriculum Commission - Newark
Sept. 27	State-Wide General Education Committee - Trenton
Oct. 5	Dean's Meeting - Trenton
Oct. 6	General Education Committee - Newark
Oct. 11-12	N.J.S.T.C. Faculty Association Conference - Trenton
Oct. 26	Regional PTA Conference - Jersey City
Oct. 28	General Education Committee - Newark
Nov. 3	President's Meeting (Representing Dr. Partridge) - Trenton
Nov. 6	China Institute of America - New York
Nov. 12-13	N.J. Education Association Convention - Atlantic City
Nov. 19	Bergen County Teachers Association - Teaneck
Nov. 25-26	Middle States Association of Colleges - Atlantic City
Dec. 1	Home Economics Curriculum Development Conference - Trenton
Dec. 7	Montclair Democratic Club Address - Montclair
Dec. 9	Curriculum Commission - Trenton
Dec. 21	Home Economics Vocational Education Program - Trenton

1955

Jan. 11	Curriculum Commission - Trenton
Jan. 26	Curriculum Commission - Trenton
Feb. 4	Curriculum Commission - Trenton
Feb. 11	Rotary Club Address - "Progress in TeachersEducation in New Jersey" - Belleville
Feb. 14	Temple Sharey Tefilo - Men's Club Address - "The Jewish Chautauqua Program in Colleges" - East Orange
March 2	Curriculum Commission - Trenton
March 6-9	Chairman of Middle States Evaluation Team for the Evaluation of Mansfield, Pennsylvania, State Teachers College - Mansfield, Pennsylvania

Year 2: Introduction, 26

January 22	Yellow Canary Sound City Sound
January 27	Discovery Inc. Sound City, Sound
January 29	Total Control of Creativity into Sound Design
February 12	Professional Sound Club Sound
March 7	Sound Design Club
March 21	Culture Commerce Club at Sol Studios
April 25	Mr. Robert Sanderson, Jr Social Studies
April 26	Design Sound Club, Sony Design
April 27	Service Design Club
May 3	Developer Design Club

Meetings and Conferences Attended

2013

Sept. 20	Continuing Conference - Boston
Sept. 27	Sound-Image Sound Director Meeting - Online
Oct. 3	Daily Meeting - Toronto
Oct. 5	Sound Designer Conference - Online
Oct. 12-14	S.A.S.S.C. Sound Conference Conference - Toronto
Oct. 21	Weekend Job Conference - Sony City
Oct. 22	Sound Director Meeting - Online
Nov. 1	Production Meeting (Conference) Co. Conference - Toronto
Nov. 2	Sound Director at Studios - New York
Nov. 12-13	S.A.S. Winter Conference Conference - Toronto Club
Nov. 14	Design Sony Sound Conference - Online
Nov. 20-22	Sound Video Conference of College - Toronto City
Dec. 1	Year Conference Conference Conference - Online
Dec. 7	Sound Conference Club Online - Online
Dec. 9	Conference Conference - Online
Dec. 21	Year Conference Conference Conference Online - Online

2015

Jan. 2	Conference Conference - Online
Feb. 20	Conference Conference - Online
Feb. 1	Video Conference - Online
Feb. 22	Sound Club Online - Conference of Conference in Conference in Conference - Online
Feb. 24	Sound Sound Online - Sony Sony Online - Sony Online
March 2	Conference Conference - Online
March 3-4	Conference of Sound Sound Conference Online - Online Conference of Conference, Conference, Sony Conference Online - Conference, Conference Online

Dean of Instruction, 27

March 10	Curriculum Commission - Trenton
March 15	Curriculum Commission Planning Committee for Report to Advisory Council - Trenton
March 17	Interstate Conference on Teacher Education - Columbia University - New York, New York
March 26	N.J. Association of Colleges and Universities Conference - College of Saint Elizabeth, Morristown
March 31	Curriculum Commission and Advisory Council - Trenton
April 13	Middle States Association Commission on Higher Education - Presentation of report on evaluation of Mansfield, Penna., State Teachers College - Temple University, Philadelphia, Penna.
April 18	Curriculum Commission Specialization Committees - Montclair Essex County Coaches Association - West Orange
May 6	Irvington High School Career Day Conference - Irvington N.J. State Teachers College Faculty Association - Trenton
May 9	Phi Beta Kappa - Essex County Dinner - Montclair
May 17	CEP Conference - Teachers College - Columbia University, New York, New York
May 26	Superintendent's Conference and Dean's Meeting - Trenton

Part III - Summary of Recommendations

1. Reorganize World Literature course for the general education program except for majors in English.

2. Study the reorganization of writing and reading clinics for freshmen or the introduction of communications courses for freshmen with consequent postponement of World Literature to the sophomore year. An experiment of this nature with home economics and industrial arts majors should be tried since the need for communications study is reported to be pressing.

3. Continue study and revision of minor sequences which departments tend to neglect.

4. Continue policy of not permitting election of minor sequences in art, industrial art, and home economics, at least until major programs, staff, and facilities are well stabilized and major needs are met.

5. Establish physical education courses on a credit basis and improve the educational content of these courses through greater diversification of program to include more dual and individual activities.

6. Reorganized courses in Principles and Techniques and Aims and Organization of Secondary Education for majors in subjects in which certification extends into the elementary grades.

7. Make annual committee reports a regular procedure for all standing committees of the faculty.

8. Present more committee reports on College instructional procedures and policy at faculty meetings.

9. Prepare a faculty handbook giving information on College policy, procedures, general information and guidance for all faculty as well as new members.

[illegible] – [illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

Dean of Instruction, 26

10. Provide expanded quarters for the Dean's Office and expanded reception center for joint use of President's and Dean's Offices.

Respectfully submitted,

C.M. Huber

C.M. Huber
Dean of Instruction

CMh:mmf

December 16, 1955

Dean of Instruction, 20

10. Provide expanded quarters for the Inquiry center and expanded investigation center for Lake Tua at Prudhoeville and Inquiry Stations.

Respectfully submitted,

L. Hope
Dean of Instruction

Enclosed

December 16, 1975

New Jersey State Teachers College at Montclair
Office of the Registrar

Report to the President
Academic Year
1954 - 1955

UNDERGRADUATES

Trends and developments

The total gross enrollment of the undergraduate division for the year 1954-55 represented 18 counties of the State and included 4 out-of-state residents:

Registrar's Office
Table I

ANALYSIS OF ENROLLMENT
Year, 1954-55

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	4	9	
Bergen	60	88	148	13.64
Burlington	-	3	3	
Camden	2	-	2	
Cape May	-	-	-	
Cumberland	1	6	7	
Essex	164	247	411	37.88
Gloucester	-	-	-	
Hudson	62	75	137	12.63
Hunterdon	1	3	4	
Mercer	-	-	-	
Middlesex	6	20	26	2.40
Monmouth	9	21	30	2.76
Morris	24	20	44	4.06
Ocean	5	5	10	
Passaic	45	106	151	13.92
Salem	-	3	3	
Somerset	1	1	2	
Sussex	4	2	6	
Union	31	50	81	7.46
Warren	1	6	7	
Out-of-State	-	4	4	
Total	421	664	1,085	

Distribution by counties, Fall 1954, represented 18 counties of the State and included 4 out-of-state residents:

Registrar's Office
Table II

ANALYSIS OF ENROLLMENT

FALL, 1954

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	4	4	8	
Bergen	58	87	145	13.67
Burlington	-	3	3	
Camden	2	-	2	
Cape May	-	-	-	
Cumberland	1	6	7	
Essex	159	241	400	37.70
Gloucester	-	-	-	
Hudson	61	73	134	12.63
Hunterdon	1	3	4	
Mercer	-	-	-	
Middlesex	6	20	26	2.45
Monmouth	8	21	29	2.73
Morris	23	20	43	4.05
Ocean	5	5	10	
Passaic	43	104	147	13.86
Salem	-	3	3	
Somerset	1	1	2	
Sussex	4	2	6	
Union	31	50	81	7.63
Warren	1	6	7	
Out-of-State	-	4	4	
Total	408	653	1,061	

Distribution by industry and type, expressed as numbers of men and females 1 and-or-more months.

Employment Action
Table II

INDUSTRY & PROFESSION

FEB., 1909

Distribution Citizens by Industry

Industry	Men	Women	Total	Percentage of Total Population
Farming	[illegible]	[illegible]	[illegible]	
Dairy	[illegible]	[illegible]	[illegible]	[illegible]
Poultry-farm	[illegible]	[illegible]	[illegible]	
Canning	[illegible]	[illegible]	[illegible]	
Cane Mfg	[illegible]	[illegible]	[illegible]	
Electrical	[illegible]	[illegible]	[illegible]	
Lumber	[illegible]	[illegible]	[illegible]	[illegible]
Chemical	[illegible]	[illegible]	[illegible]	
Clothing	[illegible]	[illegible]	[illegible]	[illegible]
Electrical	[illegible]	[illegible]	[illegible]	
Forge	[illegible]	[illegible]	[illegible]	
Brickyard	[illegible]	[illegible]	[illegible]	
Foundry	[illegible]	[illegible]	[illegible]	[illegible]
Hosiery	[illegible]	[illegible]	[illegible]	[illegible]
Glass	[illegible]	[illegible]	[illegible]	[illegible]
Fruits	[illegible]	[illegible]	[illegible]	[illegible]
Sales	[illegible]	[illegible]	[illegible]	
Laundry	[illegible]	[illegible]	[illegible]	
Dyeing	[illegible]	[illegible]	[illegible]	
Glass	[illegible]	[illegible]	[illegible]	[illegible]
Paper	[illegible]	[illegible]	[illegible]	
Out-of-town	[illegible]	[illegible]	[illegible]	
Total	[illegible]	[illegible]	[illegible]	

Distribution by counties, Spring 1955, represented 18 counties of the State and included 4 out-of-state residents:

Registrar's Office
Table III

ANALYSIS OF ENROLLMENT

SPRING, 1955

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	4	9	
Bergen	52	86	138	13.54
Burlington	-	3	3	
Camden	2	-	2	
Cape May	-	-	-	
Cumberland	1	4	5	
Essex	158	234	392	38.47
Gloucester	-	-	-	
Hudson	57	73	130	12.76
Hunterdon	1	3	4	
Mercer	-	-	-	
Middlesex	6	19	25	2.45
Monmouth	8	17	25	2.45
Morris	19	17	36	3.53
Ocean	5	2	7	
Passaic	40	101	141	13.84
Salem	-	3	3	
Somerset	1	1	2	
Sussex	4	2	6	
Union	31	50	81	7.95
Warren	1	5	6	
Out-of-State	-	4	4	
Total	391	628	1,019	

Undergraduates by Residence, Spring 1970, representing 10 percents of the Fall and Enrolled / non-matriculate non-degree

Berkeley's Office
Table III

UNIVERSITY OF CALIFORNIA

Spring, 1970

Undergraduates Enrolled by Residence

Residence	Men	Women	Total	Percentage of Total Undergraduates
Alameda	[illegible]	[illegible]	[illegible]	[illegible]
Berkeley	[illegible]	[illegible]	[illegible]	[illegible]
Contra Costa	[illegible]	[illegible]	[illegible]	[illegible]
Marin	[illegible]	[illegible]	[illegible]	[illegible]
San Mateo	[illegible]	[illegible]	[illegible]	[illegible]
Santa Clara	[illegible]	[illegible]	[illegible]	[illegible]
Solano	[illegible]	[illegible]	[illegible]	[illegible]
Sonoma	[illegible]	[illegible]	[illegible]	[illegible]
Other Bay Area	[illegible]	[illegible]	[illegible]	[illegible]
Sacramento	[illegible]	[illegible]	[illegible]	[illegible]
Stanislaus	[illegible]	[illegible]	[illegible]	[illegible]
Tuolumne	[illegible]	[illegible]	[illegible]	[illegible]
Other Central Valley	[illegible]	[illegible]	[illegible]	[illegible]
Los Angeles	[illegible]	[illegible]	[illegible]	[illegible]
Orange	[illegible]	[illegible]	[illegible]	[illegible]
Other Southern California	[illegible]	[illegible]	[illegible]	[illegible]
Other Residence	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]

The distribution of enrollments by departments for the gross enrollment, for the Fall 1954, and for the Spring 1955, are shown in Tables IV, V, and VI, which follow:

Registrar's Office
Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1954-55
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus. Ed.	9	38	7	29	4	35	8	29	27	71	1	60	159
English	3	66	2	61	-	43	2	49	6	24	1	195	226
Fine Arts	2	18	-	1	-	-	-	-	2	1	-	18	21
French	2	14	-	9	-	10	-	12	1	8	1	37	47
Latin	-	-	-	1	-	1	-	4	-	-	-	6	6
Spanish	-	9	-	10	-	11	2	8	2	[illegible]	-	29	40
Home Ec.	-	15	-	-	-	-	-	-	-	-	-	15	15
Ind. Arts	14	10	1	-	-	-	-	-	15	10	-	-	25
Math.	4	32	3	14	2	20	-	21	9	19	-	68	96
Music	5	23	2	7	3	10	1	8	11	22	-	26	59
Science	5	32	3	17	1	14	2	20	11	40	-	43	94
Soc. St.	14	77	5	48	3	47	3	60	25	99	-	133	257
Speech	-	12	-	8	-	9	-	11	-	2	-	31	40
Total	58	346	23	205	13	200	18	222	109	312	3	661	1,085

Registrar's Office
Table V

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Fall, 1954
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus. Ed.	8	38	6	44	4	23	8	25	25	70	1	60	156
English	3	64	3	62	-	40	2	42	7	22	1	186	216
Fine Arts	2	19	-	1	-	-	-	-	2	2	-	18	22
French	2	12	-	13	-	7	-	11	1	8	1	35	45
Latin	-	-	-	1	-	1	-	4	-	-	-	6	6
Spanish	-	9	-	14	-	6	2	8	2	7	-	30	39
Home Ec.	-	14	-	-	-	-	-	-	-	-	-	14	14
Ind. Arts	15	10	-	-	-	-	-	-	15	10	-	-	25
Math.	4	33	4	13	1	21	-	20	9	18	-	69	96
Music	5	23	4	9	1	7	1	9	11	22	-	26	59
Science	5	31	3	18	2	15	1	17	11	39	-	42	92
Soc. St.	12	75	4	58	4	48	1	50	21	97	-	134	252
Speech	-	12	-	9	-	9	-	9	-	9	-	30	39
Total	56	340	24	242	12	177	15	195	104	304	3	650	1,061

Registrar's Office
Table VI

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Spring, 1955
Distribution by Departments and Classes

Curricula for Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus.Ed.	8	36	5	27	4	34	8	25	24	66	1	56	147
English	2	55	2	65	-	41	2	44	6	20	-	185	211
Fine Arts	2	14	-	1	-	-	-	-	2	1	-	14	17
French	1	12	1	10	-	9	-	12	1	8	1	35	45
Latin	-	-	-	1	-	1	-	4	-	-	-	6	6
Spanish	-	8	-	11	-	11	2	8	2	9	-	29	40
Home Ec.	-	14	-	-	-	-	-	-	-	-	-	14	14
Ind.Arts	14	8	1	-	-	-	-	-	15	8	-	-	23
Math.	3	31	4	14	2	20	-	20	9	19	-	66	94
Music	5	18	2	8	3	9	1	7	11	19	-	23	53
Science	4	26	3	19	1	14	2	16	10	34	-	41	85
Soc.St.	13	67	5	48	3	46	3	60	24	94	-	127	245
Speech	-	11	-	9	-	9	-	10	-	9	-	30	39
Total	52	300	23	213	13	194	18	206	104	287	2	626	1,019

ADVANCED STANDING

Advanced standing students admitted during 1954-55 totaled 64. The distribution by class was:

Freshmen	27
Sophomore	27
Junior	5
Senior	5
Total	64

Distribution by department was:

Business Education	9
English	14
Fine Arts	1
French	7
Spanish	1
Mathematics	4
Music	5
Science	7
Social Studies	16
	64

Of the 64 students admitted with advanced standing, 29 were former Montclair State Teachers College students who returned to complete their teacher training.

FRESHMEN

659 candidates for admission to the Freshman Class took the entrance examination during 1954-55 as compared to 505 for the previous year. Of the total number, 502 were accepted for admission in September 1955. There were 89 who passed the tests but were not accepted because of speech difficulties, crowded major fields, or high school recommendations. 68 candidates failed the examination and were rejected. Entrance examinations were held at the College March 7 and March 23, 1955. We sent special students, including Veterans, to Jersey City State Teachers College on May 12, to Paterson State Teachers College on June 20 and July 25, and to Newark State Teachers College on May 20, 1955. 609 candidates took the examinations under the direction of this College and 50 took them at other State Teachers Colleges for entrance here.

Registrar's Office
Table VII

Candidates Taking Entrance Examination by Departments

	Total Taking	Accepted	Passed-Not Accepted	Failed
Bus.Ed.	99	49	31	19
English	110	83	21	6
Fine Arts	35	30	3	2
French	18	17	-	1
Latin	8	8	-	-
Spanish	24	24	-	-
Home Ec.	31	29	-	2
Ind. Arts	63	37	7	19
Mathematics	58	46	12	-
Music	31	25	-	6
Science	45	41	2	2
Soc. St.	126	102	13	11
Speech	11	11	-	-
Total	659	502*	89	68

There were a total of approximately 892 freshman applications filed. Some were not completed and others failed to attend or withdrew before the entrance examination.

* There were 5 students who took the exam at other State Teachers Colleges and later transferred to this College. These were not included in the figure shown above.

Appendix

All questionnaires for interviews in the Provinces Sidon were the following questionnaires during January as compared to 1972 for the previous year. Of the local answers, 32 were received from Ministry for Industrial Development of Syrian 1973. Since 37 the period the data were not even one important Ministry of Syrian Ministry, Ministry Sidon Ministry, or this second questionnaires. Of questions Sidon the questionnaire are data respondent. Different questionnaires were held as the Sidon Ministry for the years 1972, 1973. In data Ministry questions, the Ministry Industry, in Sidon this Sidon Ministry Sidon in 1972 in, in Sidon Sidon Sidon Sidon in the 1973. 1972 questionnaire that the questionnaire under the Industry of Sidon Ministry and 37 that than in other Sidon Sidon are Sidon the questionnaire Sidon.

Employment activity
Table 1[illegible]

Questionnaire Sidon Industry Industrial Ministry of Industrial

	Total Sidon	Industrial	Industrial Ministry	Sidon
Sidon, Ar.	[illegible]	[illegible]	[illegible]	[illegible]
Sidon	[illegible]	[illegible]	[illegible]	[illegible]
Sidon Sidon	[illegible]	[illegible]	[illegible]	[illegible]
Industrial	[illegible]	[illegible]	[illegible]	[illegible]
Sidon	[illegible]	[illegible]	[illegible]	[illegible]
Industrial	[illegible]	[illegible]	[illegible]	[illegible]
Sidon Sidon	[illegible]	[illegible]	[illegible]	[illegible]
Sidon, Ar.	[illegible]	[illegible]	[illegible]	[illegible]
Industrial	[illegible]	[illegible]	[illegible]	[illegible]
Sidon	[illegible]	[illegible]	[illegible]	[illegible]
Sidon	[illegible]	[illegible]	[illegible]	[illegible]
Sidon, Ar.	[illegible]	[illegible]	[illegible]	[illegible]
Industrial	[illegible]	[illegible]	[illegible]	[illegible]
Sidon	[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]	[illegible]

There were a total of approximately [illegible] questionnaires [illegible]. Some were not completed and others failed to return in response during the Sidon questionnaire.

A Sidon were 3 questions that from the case of Sidon Sidon Industry Sidon and labor Industrial in Sidon Sidon. Some were not answers in the Sidon Sidon were.

ENROLLMENT

Registrar's Office
Table VIII

STATUS OF STUDENT MEMBERSHIP
End of Fall and Spring Semesters, 1954-55

	Fall, 1954			Spring 1955		
	Men	Women	Total	Men	Women	Total
Total Semester Registration	408	653	1061	391	628	1019*
Number of Withdrawals during Semester	22	31	53	17	14	31
Number of Dismissals during Semester	1	2	3	12	10	22
Number of Graduates during Semester	-	-	-	64	133	197*
Number enrolled at end of Semester	385	620	1005	298	471	769

*10 Seniors completed requirements at end of Fall Semester and therefore did not enroll in the Spring. Formal Conferment of the degree was June 9, 1955. In addition 21 advanced standing students were admitted at mid-term, 2 students were readmitted after spending a year in Mexico on scholarships, and 1 student was readmitted from Montclair's Part-Time and Extension Division.

Reasons for Withdrawals:

Lack of Funds	2	4	6	1	2	3
Health	3	7	10	2	2	4
Transfer	4	2	6	4	3	7
Marriage	-	1	1	-	1	1
Family Reasons	1	4	5	2	1	3
Not Interested in Teaching	4	5	9	3	2	5
Moved from State	-	1	1	1	2	3
U.S.Service	7	-	7	2	-	2
Employment	1	6	7	1	-	1
Death	-	-	-	-	-	-
None given	-	1	1	1	1	2

Reasons for Dismissals

Discipline	-	1	1	-	1	1
Low Scholarship	1	1	2	12	9	21
Poor Health	-	-	-	-	-	-

Summer Session

There was no undergraduate summer session for the Summer of 1954. A few courses (mainly elementary or Senior) were available for undergraduate students. A total of 67 undergraduates enrolled. These were covered in Miss Favor's report.

CONFIDENTIAL

Independently Written
Table VIII

Effects of Chemical Agents Alone
Use of 1%(1) and Higher Concentrations (1)(2)(3)

	Table 1(4)			Table 2(5)		
	Air	Water	Soil	Air	Water	Soil
Total Counts Determinations	400	400	400	400	400	400
Number of Individually Lethal Counts	23	0	20	17	14	17
Number of Individually Sublethal Counts	2	0	7	12	32	25
Number of Individually Stimulating Counts	-	-	-	6	12	2(7)
Total Counts Resulting in Net of Stimulation	398	400	380	371	374	370

(1) Results presented here differ from those in Table 1 of the Monthly Report of the Chemical Corps Sub Unit in the Tropics. Direct comparison of the results cannot be made at this time. In addition to the Monthly Report, the Chemical Corps Sub Unit also submitted to Washington a summary report presenting the results of the Tropics in the Mediterranean, and I attempt the results from Washington's Independent and Independent Studies.

Results for Microorganisms

Molds or Yeast	-	-	-	-	-	-
Molds	-	-	-	-	-	-
Streptococcus	-	-	-	-	-	-
Staphylococcus	-	-	-	-	-	-
Fecal Streptococcus	-	-	-	-	-	-
Gram Negative Bacilli	-	-	-	-	-	-
Gram Positive Bacilli	-	-	-	-	-	-
Coliform	-	-	-	-	-	-
Bacteroides	-	-	-	-	-	-
Clostridia	-	-	-	-	-	-
Spore Forming Bacilli	-	-	-	-	-	-

Results for Bacteriophage

Staphylococcus	-	-	-	-	-	-
Lactobacillus	-	-	-	-	-	-
Coliform	-	-	-	-	-	-

Summary Comments

Table 1(4) is the Chemical Agents Alone results for the month of July. I for comparison Table 2 presents the results of Air, Water and Soil results for Methylbromide Phosphate. A total of 27 Methylbromide results. Table 2 also presents the Air Force's report.

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1954-55 was as follows:

September, 1954 - 166 men
230 women
396

Of this total, 153 men and 214 women were entering college for the first time. The balance were advanced freshmen. There was no entering freshman class in January 1955.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1944 - 37%
1945 - 29.9%
1946 - 37.2%
1947 - 30%
1948 - 35%
1949 - 25%
1950 - 10%
1951 - 7%
1952 - 6%
1953 - 6%
1954 - 6%

STUDENT PERSONNEL: Breakdown by men and women for the regular sessions:

Registrar's Office
Table IX

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1944-45	65	66	608	597	673	663
1945-46	82	197	661	664	743	861
1946-47	450	555	673	686	1123	1241
1947-48	640	691	651	676	1291	1367
1948-49	632	583	655	621	1287	1204
1949-50	559	489	639	605	1198	1094
1950-51	478	413	595	578	1073	991
1951-52	405	375	616	593	1021	968
1952-53	394	368	559	538	953	906
1953-54	379	351	600	586	979	937
1954-55	408	391	653	628	1061	1019

The upturn in enrollment is continuing and it should continue upward in the future due to increased facilities, new major fields, and veterans. There were 10 undergraduates taken into U.S.Armed Services in 1954-55 and 49 new veterans enrolled during the same period.

Table 17 continued

Problems: Overseas operations 1973-77 are as follows:

Expenditure, 1973 -	7.4 mm
	1.0 mm
	8.4

If this level, 7.3 mm was not the mean more accurate reflecting the 5th final plan. The balance may advance overhead. There was no operating surplus since in January 1973.

Future Prospects: The prospects of yearly equilibrium or surplus-balance in attractive Eirin, annual results are then as follows:

1974	- 7.4
1975	- 10.4
1976	- 11.4
1977	- 7.4
1978	- 7.4
1979	- 7.4
1980	- 7.4
1981	- 7.4
1982	- 7.4
1983	- 7.4
1984	- 7.4
1985	- 7.4

Current Economic: Economics is now not known the new regular revision.

Bechanan's Office
Table 17

	Men		Women		Total	
	Male	Fem.	Male	Fem.	Male	Fem.
1971-72	1.4	1.4	1.4	1.4	1.4	1.4
1972-73	1.4	1.4	1.4	1.4	1.4	1.4
1973-74	1.4	1.4	1.4	1.4	1.4	1.4
1974-75	1.4	1.4	1.4	1.4	1.4	1.4
1975-76	1.4	1.4	1.4	1.4	1.4	1.4
1976-77	1.4	1.4	1.4	1.4	1.4	1.4
1977-78	1.4	1.4	1.4	1.4	1.4	1.4
1978-79	1.4	1.4	1.4	1.4	1.4	1.4
1979-80	1.4	1.4	1.4	1.4	1.4	1.4
1980-81	1.4	1.4	1.4	1.4	1.4	1.4
1981-82	1.4	1.4	1.4	1.4	1.4	1.4
1982-83	1.4	1.4	1.4	1.4	1.4	1.4
1983-84	1.4	1.4	1.4	1.4	1.4	1.4
1984-85	1.4	1.4	1.4	1.4	1.4	1.4
Total	1.4	1.4	1.4	1.4	1.4	1.4

The system is equilibrium is equilibrium not if should continue income in the future due to economic conditions, not major trends, and because there was 1) inadequacies later line ... 2) ... 3) Ireland and if the reference annulled during the same period.

GRADUATES

I. BACHELOR OF ARTS DEGREE

A sketch study of the graduating classes from May 1945 to June 1955.

Date of Graduation	Number Graduated
May, 1945	72
August, 1945	51
May, 1946	107
August, 1946	34
June, 1947	173
August, 1947	21
June, 1948	236
August, 1948	31
June, 1949	295
August, 1949	34
June, 1950	333
August, 1950	17
June, 1951	236
August, 1951	10
June, 1952	246
August, 1952	7
June, 1953	207
August, 1953	6
June, 1954	201
August, 1954	6
June, 1955	197

Total A.B. Graduates since 1930 is 5,023.

Registrar's Office
Table X

Analysis of Graduation
Distribution by Departments
Students receiving A. B. degree, August 6, 1954

Major	Men	Women	Total
English	-	1	1
Mathematics	1	1	2
Science	1	2	3
Total	2	4	6

[illegible]

I. [illegible]

A short, [illegible] of the [illegible] issues from the 1940 to the 1950.

Year of Publication	Editor [illegible]
Sept. 1940	[illegible]
August, 1941	[illegible]
Oct. 1942	[illegible]
January 1943	[illegible]
June, 1943	[illegible]
June, 1944	[illegible]
June, 1945	[illegible]
June, 1946	[illegible]
June, 1947	[illegible]
June, 1948	[illegible]
June, 1949	[illegible]
June, 1950	[illegible]
June, 1951	[illegible]
June, 1952	[illegible]
June, 1953	[illegible]
June, 1954	[illegible]
June, 1955	[illegible]
June, 1956	[illegible]
June, 1957	[illegible]
June, 1958	[illegible]
June, 1959	[illegible]
June, 1960	[illegible]
June, 1961	[illegible]

Total [illegible] issues from 1939 to 1961.

Anniversary Issue
Page 2

Analysis of Subscriptions
Subscriptions by Institutions
Primary Institutions i.e. Library, School, [illegible] in 1939

Group	Men	Women	Total
Institutions	[illegible]	[illegible]	[illegible]
Individuals	[illegible]	[illegible]	[illegible]
Schools	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

Registrar's Office
Table XI

Analysis of Graduation
Distribution of Elementary Certification
Students receiving A.B. Degree August 6, 1954

Certification	Men	Women	Total
Full Limited	-	-	-
Provisional	2	3	5
None	-	1	1
	2	4	6

Registrar's Office
Table XII

Analysis of Graduation
Distribution by Departments
Students receiving A.B. Degree June 9, 1955

Major	Men	Women	Total
Business Education	16	10	26
English	5	40	45
French	4	8	12
Latin	-	4	4
Spanish	3	7	10
Mathematics	2	15	17
Music	-	4	4
Science	7	10	17
Social Studies	22	31	53
Speech	5	4	9
Total	64	133	197

Registrar's Office
Table XIII

Analysis of Graduation
Distribution of Elementary Certification
Students receiving A.B. Degree June 9, 1955

Certification	Men	Women	Total
Full Limited	19	82	101
Provisional	37	45	82
None	8	6	14
Total	64	133	197

Bachelorette's Ordeal
Table II

Analysis of Sexuality
Investigation of Clandestine Gentlemen
Students questioning r.f. Tempus Alum 1y 1970

Gentlemen/ed	Men	Women	Total
Full Indeed	-	-	-
Transitional	2	1	3
None	-	1	1
	2	4	6

Bachelorette's Ordeal
Table III

Analysis of Prostitution
Investigation of Impressions
Students questioning r.f. Tempus Alum 1y 1970

Right	Men	Women	Total
Students discussing	14	20	34
Daylight	1	5	6
Friends	1	2	3
Jobs	-	1	1
Friends	-	1	1
Information	2	-	2
Clubs	2	12	14
Balance	-	1	1
Social change	10	14	24
Sound	1	1	2
Total	31	57	88

Bachelorette's Ordeal
Table IIII

Analysis of Sexuality
Investigation of Clandestine Gentlemen
Students questioning r.f. Tempus Alum 1y 1970

Gentlemen/ed	Men	Women	Total
Full Indeed	19	89	108
Transitional	17	19	36
None	1	2	3
Total	37	110	147

II. MASTER OF ARTS DEGREE

A sketch study of the graduating classes from May 1954 to June 1955.

Date of graduation	Number graduated
May 1945	25
May 1946	49
August 1946	18
June 1947	51
August 1947	39
June 1948	55
August 1948	32
June 1949	63
August 1949	37
June 1950	85
August 1950	52
June 1951	81
August 1951	48
June 1952	63
August 1952	58
June 1943	64
August 1953	42
June 1954	63
August 1954	35
June 1955	86

Total number of A.M. Graduates since 1933 is 1,545.

Registrar's Office
Table XIV

Analysis of Master of Arts Graduates

Year	Graduates Montclair State Teachers College	Graduates Other Colleges	Total
1945	10	15	25
1946	32	35	67
1947	30	60	90
1948	36	51	87
1949	41	59	100
1950	63	74	137
1951	62	67	129
1952	53	68	121
1953	35	71	106
1954	53	45	98
1955	51	35	86 *
Overall total	712	833	1,545

*This does not include 44 who were graduated August 5, 1955.

31. Analysis of audit results

A similar study of the preceding audited accounts shows that for 1973 as also 1972,

Month of Accounting	Number processed
May 1972	[illegible]
June 1972	[illegible]
August 1972	[illegible]
July 1972	[illegible]
August 1972	[illegible]
June 1973	[illegible]
August 1973	[illegible]
July 1973	[illegible]
August 1973	[illegible]
June 1973	[illegible]
August 1973	[illegible]
July 1973	[illegible]
August 1973	[illegible]
June 1973	[illegible]
August 1973	[illegible]
July 1973	[illegible]
August 1973	[illegible]
June 1973	[illegible]
August 1973	[illegible]
June 1973	[illegible]

Total number of i.e. processing errors 1973 is 1,[illegible].

Independent auditing
Table 31V

Analysis of number of audit exceptions

Year	Number of audit exceptions	Percentage of audit exceptions
1965	[illegible]	[illegible]
1966	[illegible]	[illegible]
1967	[illegible]	[illegible]
1968	[illegible]	[illegible]
1969	[illegible]	[illegible]
1970	[illegible]	[illegible]
1971	[illegible]	[illegible]
1972	[illegible]	[illegible]
1973	[illegible]	[illegible]
1974	[illegible]	[illegible]
1975	[illegible]	[illegible]
Overall total	[illegible]	[illegible]

Table 31V was not included in our last investigation report of 1973.

Registrar's Office
Table XV

Analysis of Graduation
Distribution by Departments
Students receiving A. M. Degree, August 6, 1954

	Men	Women	Total
Administration & Supervision	14	2	16
Business Education	1	3	4
English	1	1	2
Personnel & Guidance	-	6	6
Science	1	1	2
Social Studies	4	1	5
Total	21	14	35

Registrar's Office
Table XVI

Analysis of Graduation
Distribution by Departments
Students receiving A.M. Degree, June 9, 1955

	Men	Women	Total
Administration & Supervision	25	10	35
Business Education	2	3	5
English	1	2	3
Mathematics	2	5	7
Personnel & Guidance	4	11	15
Science	4	2	6
Social Studies	9	6	15
Total	47	39	86

STAFF CHANGES:

There were no staff changes.

Independent Agency
Table 17

Analysis of Operations
Distribution by Department
Business Operations - B. Salary, Month of, 1969

	Men	Women	Total
Administration & Supervision	35	3	38
Business Education	4	1	5
Biology	2	1	3
Personnel & Guidance	1	0	1
Science	4	1	5
Social Studies	2	1	3
Total	48	7	55

Independent Agency
Table 171

Analysis of Operations
Distribution by Department
Business Operations - B. Salary, June 1, 1969

	Men	Women	Total
Administration & Supervision	37	3	40
Business Education	4	1	5
Biology	2	1	3
Mathematics	1	1	2
Personnel & Guidance	1	0	1
Science	4	1	5
Social Studies	2	1	3
Total	51	8	59

STAFF CONFERENCE

Please note on staff minutes.

RECOMMENDATIONS

In 1949, when August graduations were inaugurated, there was a high of 116 A.B. graduates. For the past three or four years this figure has steadily declined to a low of 6 or 7 A.B. graduates each year. The number of A.M. graduates has also declined to a low of 35 for August 1954. Therefore, it is the recommendation of this office that August graduations be discontinued.

PERSONAL ACTIVITIES

Membership in the following organizations:

MSTC Faculty Association
Association of N.J. State Teachers College Faculties
N.J.Council of State Employees
Committee on Student Personnel
Middle States Association of Collegiate Registrars and Officers of Admission

Respectfully submitted,

Mary M. House

Mary M. House
Registrar

MMH:MM

[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

New Jersey State Teachers College at Montclair

Department of Dean of Women

Report to the President
Academic Year
1954 - 1955

SOCIAL AFFAIRS
CLUB, CLASS AND ORGANIZATION MEETINGS

1954-55

It would be impossible to give the actual number of hours of special meetings. There are a great many held in the lounges and offices which are not regularly scheduled. The following chart gives only those which are scheduled in the office.

REGULAR MEETINGS	Hrs. per yr.
Russ	95
Chapin	203
Administration Bldg.	1043
College High School	102
Annex WA-2	14
Off Campus	18
Music Building	858

(Club meetings in the afternoon average 1½ hours - those in the evening 2 hours.)

SPECIAL MEETINGS	Hrs. per yr.
Russ (exclusive of Music Department)	84
Russ - Music Department Student Recitals	180
Chapin (exclusive of Music Department)	55
Chapin - Music Department Student Recitals	126
Administration Building	915
College High School	67

(Special meetings in the afternoon average 1½ hours - those in the evening 2 hours. Student recitals, 2 hours of rehearsal per student taking part in recital - usually about 8 students and 2 hours of recital.)

SOCIAL EVENTS	Hrs. per yr.
Russ (exclusive of Music Department	66
Russ - Music Dept. Concerts and Graduation Recitals	96
Chapin (exclusive of Music Dept.	200
Chapin - Music Dept. Concerts and Graduation Recitals	8
Administration Building	212
College High School	79
Rec. Bldg. & Fireplaces	39
Off Campus	74
Amphitheatre	7
Music Building	3

TOTAL SOCIAL EVENTS AND MEETINGS	Hrs. per yr.
Russ	521
Chapin	592
Administration Building	2170
College High School	248
Rec. Bldg. & Fireplaces	39
Off Campus	92
Amphitheatre	7
Music Building	861
Annex WA-2	14
Grand Total	4544

[illegible]

[illegible] be impossible to give the usual annual income of branch of industrial workshops. There are a great many small in the Lancaster and Kirkham which are not separately schedulated. The following table gives only those which are schedulated in the returns.

[illegible]	[illegible]	[illegible]
Bury	96	
Chorley	370	
Leeds-Harehills Clay.	1,063	
Halifax High School	320	
Lancs CA-2	34	
ITC Depot	34	
Trade Building	230	
(Also workshops in the afternoon; average 32 hours - three in the evening 2 hours.)		

[illegible]	[illegible]	[illegible]
Bury (Institutes of Trade Improvement)	16	
Bury - Trade Improvement Institute Institute	140	
Chorley (Institutes of Trade Improvement)	25	
Chorley - Trade Improvement Institute Institute	120	
Leeds-Harehills Building	112	
Halifax High School	67	
(Special workshop in the afternoon; average 32 hours - three in the evening 2 hours. Further provision, 2 hours a week, is contemplated for building work in metal - equality about 2 students, not 2 hours in metal.)		

[illegible]	[illegible]	[illegible]
Bury (Institutes of Trade Improvement)	16	
Bury - Trade Impt. Institute and Technical Institute	96	
Chorley (Institutes of Trade Impt.	320	
Chorley - Trade Impt. Institute and Technical Institute	4	
Leeds-Harehills Building	112	
Halifax High School	70	
Lancs. Clay. - Crewe Lane	37	
ITC Depot	35	
Leeds-Harehills	7	
Trade Building	96	
Lancs CA-2	14	
Total	[illegible]	

[illegible]	[illegible]	[illegible]
Crewe	37	
Bury	97	
Leeds-Harehills Building	1,370	
Halifax High School	142	
Lancs. Clay. - Crewe Lane	37	
ITC Depot	35	
Leeds-Harehills	7	
Trade Building	96	
Lancs CA-2	14	
Total	[illegible]	

REGULAR CLUB SCHEDULE

Club	No. per mo.	Total per year	Place
Agora	2	18	Chapin
Aldornia	1	9	Russ
Aphesteon	1	9	Chapin
Band	12	108	Music Building
Chess Club	4	36	Admin. Building
Choir	8	72	Music Building
Christian Fellowship	4	36	Admin. Building
Clio	1	9	Admin. Building
Dalphac	1	9	Admin. Building
Dance Club	4	36	18 - Chapin 18 - Russ
English Club	2	18	Admin. Building
Epsilon Mu Epsilon	1	9	Annex WA-2
Fencing Club	12	108	Admin. Building
Folk and Square Dance Cl.	1	9	College H. S.
Forum	1	9	Admin. Building
Future Teachers of Amer.	1	9	Admin. Building
Internat'l Relations Cl.	1	9	Admin. Building
Inter Nos	1	9	Russ
Industrial Arts Club	1	9	Admin. Building
Kappa Delta Pi	1	9	Chapin
La Cercle Francais	1	9	Russ
La Tertulia Espanola	1	9	Chapin
Men in Music	1	9	Music Building
Newman Club	2	18	College H. S.
Opera Workshop	8	72	Music Building
Orchestra	12	108	Music Building
Phi Lambda Pi	1	9	Chapin
Pi Omega Pi	1	9	Admin. Building
Players	1	9	College H. S.
Rohwec	1	9	Chapin
Science Club	2	18	Chapin
Senate	2	18	9 - Admin.Bldg. 9 - Off Campus
Sigma Alpha Eta	1	9	Admin. Building
Sigma Delta Pi	2	18	Admin. Building
Sigma Phi Mu	1	9	Chapin
Student Gov't Assn.	2	18	Admin. Building
Tau Sigma Delta	1	9	Admin. Building
Television Club	4	36	Admin. Building
Theta Chi Rho	1	9	Admin. Building
The 30 Club	1	9	Admin. Building
Tribe	1	9	Admin. Building
Veterans Club	1	9	Admin. Building
Women's Athletic Assn.	12	108	Admin. Building
Women's Tennis Club	1	9	College H. S.
Zeta Phi	1	9	Russ

Club	Jr.	Sec.	Sr.	Total	Jr.	Sec.	Sr.	Times
Agnes	[illegible]			12				Tuesday
Alameda	1			2				None
Alphadene	1			2				Tuesday
Bard	12			12				Every Saturday
Beaux Arts	[illegible]			10				Every [illegible]
Clarke	[illegible]			17				Every Saturday
Constance Fellowship	1			12				Every Saturday
Dale	1			2				Every Saturday
Delphian	1			2				Every Saturday
Dunne Club	1			10				10 - Tuesday
								10 - None
English Club	1			10				Every Saturday
Epsilon Ta Epsilon	1			2				None 1-2
Fencing Club	12			12				Every Saturday
Folk and Square Dance Cl.	[illegible]			2				Tuesday 2. 2.
Forum	1			2				Every Saturday
Future Teachers of Amer.	1			2				Every Saturday
Independent Scholarship Cl.	1			2				Every Saturday
Indoor Tag	1			2				None
Industrial Arts Club	1			2				Every Saturday
Kappa Delta Pi	1			2				Tuesday
La Comedia Francaise	1			2				None
La Pastelle Espagnola	1			2				Thursday
Sun Ik Shale	1			2				Every Saturday
Swimming Club	1			12				Tuesday 2. 2.
Tennis Tournament	1			12				Every Saturday
Tumbling	12			12				Every Saturday
Pi Lambda Ip	1			2				Thursday
Pi Omega Pi	1			2				Every Saturday
Pilgrims	1			2				Tuesday 2. 2.
Pshaws	1			2				Tuesday
Science Club	1			12				Tuesday
Tennis	1			12				2 - Every Sat.
								2 - 4:30 Tuesday
Alpha Alpha Tau	1			2				Every Saturday
Alpha Delta Pi	1			12				Every Saturday
Alpha Phi Pi	1			2				Tuesday
Chaucer Dante Amer.	1			12				Every Saturday
Eta Phi Sigma	1			2				Every Saturday
Fellowship Club	1			12				Every Saturday
Phi Kappa Phi	1			2				Every Saturday
Phi Ju Club	1			2				Every Saturday
Pylle	1			2				Every Saturday
Tabernac Club	1			2				Every Saturday
Women's Athletic Assn.	12			12				Every Saturday
Women's Tennis Club	1			2				Tuesday 2. 2.
Zeta Phi	1			2				None

REGULAR CLUB SCHEDULE

(Continued)

SPECIAL MEETINGS

The following organizations hold meetings whenever they consider it necessary:

Booster Club
Bureau of Student Publications
Cheerleaders
Men's Athletic Council

Charter revoked by Student Gov't Assn.

Chorus

Charters re-instated by Student Gov't Assn.

Chess Club
Tribe

New Clubs granted Charters by Student Gov't Assn.

Industrial Arts Guild - Men of the Industrial Art Department
Tau Sigma Delta - A non-departmental men's organization
Theta Chi Rho - A non-departmental women's organization
The Thirty Club - Football team members

Change of Charter Granted by Student Gov't Assn.

Iota Chapter of Gamma Theta Epsilon - the former Geography Club

S.G.A. Committees which involve the entire student body.

Carnival Committee - runs the Annual College Carnival
Liason Committee - includes one member of every Chartered Club. The members act as contact between their Club members and the S.G.A. board.
State Teachers Inter-Relation Committee - includes delegates from each of the six State Teachers College student bodies. The purpose is to exchange individual College information and encourage mutual help.

DORMITORIES

Registration in the Women's Dormitories
1954-1955

First Semester	Students
Chapin Hall	93
Edward Russ Hall	99
Second Semester	
Chapin Hall	
During Senior Practice Teaching Period, January 30 - May 1	54
After Senior Practice Teaching Period, May 1 - June 9	85
Edward Russ Hall	96
Summer Session	
Edward Russ Hall (Closed)	
Chapin Hall	
Summer Session Students June 26 - Aug. 5	22
China Institute June 26 - July 8	
Staff	5
Students	14
World Affairs June 26 - Aug. 5	3

College Staff Living in the Women's Dormitories

Chapin Hall
- Mrs. Meade - Housemother
- Miss Pritchard - Head Nurse
- Miss Videtta - Assistant Nurse Sept. 12 - Jan. 30
- Miss Gondeck - Assistant Nurse Jan. 30 - June 9
- One Houseman

Edward Russ Hall
- Mrs. Martin - Housemother - Sept. 12 - Oct. 1
- Mrs. Conrad - Relief Housemother - Sept. 12 - Oct. 1
- " " - Housemother Oct.1
- Miss Fennon - Relief Housemother Oct. 15
- Miss Martone - Assistant Nurse Sept. 12 - Jan. 30
- Miss O'Hara - Assistant Nurse Sept. 12 - Jan. 30
- Miss Gallo - Assistant Nurse Jan. 30 - June 9

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DORMITORIES

(Continued)

Russ Hall Dining Room

The dormitory staff, women students of Chapin and Russ Halls, and men living off-campus, have breakfast and dinner in the Russ Hall Dining Room.

First Semester	
Staff	7
Women Students	192
Off-Campus Men	
Breakfast and Dinner	11
Dinner only	23
All Meals	14
Second Semester - During Student Teaching Period - Jan. 30 - May 1	
Staff	6
Women Students	150
Off-Campus Men	
Breakfast and Dinner	6
Dinner only	24
All Meals	13
- After Student Teaching Period - May 1 - June 9	
Staff	6
Women Students	181
Off-Campus Men	
Breakfast and Dinner	5
Dinner only	26
All Meals	12

Lunch Tickets

All dormitory staff, women students, and off-campus "All Meals" men were given a ticket worth 60 cents for every school day which they presented when they went to the Cafeteria for their lunch.

Extra Meals

The following extra meals were served by the Food Service Department:

	Number of meals served	Approx. Number of people served
Russ Hall Dining Room		
Lunch	12	143
Dinner	32	1254
Buffet Suppers	1	140
Cafeteria		
Lunch	3	600
Total	48	2137

DORMITORIES

(Continued)

Work Group

The work group in the dormitories, as last year, served all of the meals in the Russ Hall Dining Room, did afternoon office relief in Chapin and Russ, prepared student and staff lists for linen, collected and gave out linen, and admitted students after the dormitory closing hours. This past year, for the first time, the work group girls also answered the telephones in the dormitories from 6 P.M. to 10:30 P.M. Monday through Thursday. Thirty-two girls started in September; some of them dropped out; and there were twenty in the group which finished in June. Some of the twenty doubled on both serving and office and telephone relief. Payment for the work group was money deducted from board and room fees.

Late Leave

Girls admitted after the dormitory closing hours:

Personal reasons	764
College trips	700
Total	1464

Personal reasons include any late leaves requested which have nothing to do with college activities.

College trips include any late leaves requested which are connected with a college activity such as: Football and Basketball games; Players productions; Club banquets; College-sponsored dances; etc.

CONFERENCES

Inter-Dormitory Weekend

The fourth annual Inter-Dormitory weekend was held on Friday and Saturday, November 5 & 6, 1954. It was planned and run by a group composed of girls from both Russ and Chapin and men of the off-campus group who have meals in Russ Hall.

Friday, November 5 - Annual football pep rally - Admin.Bldg.
Friday, November 5 - Informal Dance - Russ Hall
Saturday, November 6 - Football Game - Sprague Field
Saturday, November 6 - Semi-formal Dinner - Russ Hall
Saturday, November 6 - Semi-formal Dance - Chapin Hall

Music Department Career Day

For the second year, a conference was held by the Music Department for high school students on December 3, 1954. It included a general meeting in the College High School, sectional instrumental group programs, lunch in the Cafeteria, a concert in Russ Hall, and a reception

CONFERENCES

(Continued)

in the Music Building. Approximately 200 high school students attended.

Secondary Training Teachers Conference

On Friday, January 14, 1955, a group of teachers from the Junior and Senior High Schools who were to train the college student teachers during the second semester met in Chapin for a tea and a meeting. This was followed by a dinner in Russ Hall. There were about 100 in attendance.

School of Conservation Conference

On January 15, 1955 a School of Conservation Conference and reception was held in Chapin Hall. Although only about 30 attended, those who did attend seemed to thoroughly enjoy it.

Elementary Training Teachers Conference

A group of elementary school teachers who were to supervise the college students during the second semester met on the campus on January 21, 1955. About 90 attended both the meeting and tea in Chapin and the dinner in Russ.

New Jersey Collegiate Press Association

For the first time, the annual meeting of the New Jersey Collegiate Press Association was held on the campus, on March 5, 1955. A general reception in Chapin Hall was followed by dinner in Russ Hall. After dinner the group separated into about 12 small discussion groups for several hours. A tea in Chapin ended the conference. Although over 50 had signed to be present, the weather was bad and only about 25 finally attended.

Classical Language Association

Continuing its long established practice, the Classical Language Association met on the Campus on March 12, 1955. Following a very well attended materials exhibit and general meeting in the College High School, about 75 had dinner in Russ Hall.

International Relations Conference

On March 26, 1955, the International Relations Conference, sponsored by the Institute on World Affairs, met on campus in an all-day session. This was part of the promotional activities of the Institute in an effort to enlist support for the summer program. It was attended by teachers and community leaders.

CONFERENCES

(Continued)

Alumni Weekend

For the eighth consecutive year the Alumnae Homecoming Weekend was held on the campus - on Saturday and Saturday, May 14 and 15, 1955.

Program

Date	Day	Time	Place	Event	Approximate Attendance
14	Saturday	10:30 A.M.	Chapin Hall	Registration Coffee & Donuts	75
14	Saturday	11:30 A.M.	Upper Campus	Ground Breaking Life Hall	100
14	Saturday	1:00 P.M.	Russ Hall	Luncheon	150
14	Saturday	2:30 P.M.	Russ Hall	Business Meeting	100
14	Saturday	4:30 P.M.	Chapin Hall	Faculty Reception	200
14	Saturday	7:00 P.M.	Chapin Hall	Buffet Supper Class of 1945	70
15	Sunday	12:00 Noon	Athletic Field	Picnic	150
15	Sunday	1:30 P.M.	Amphitheatre	Alumnae Choir Concert	200

Metropolitan Audio-Visual Association

For the first time the Metropolitan Audio-Visual Association held a T.V. Workshop meeting in the Administration Building and followed it with a dinner in Russ Hall. It was held on May 21, 1955, with about 60 attending and it seemed to be a very successful, enjoyable conference.

Parents Day

This is the third year that the College has entertained the parents of the incoming Freshmen. About 400 accepted. They were met by a group of student guides who conducted them on a tour of the campus. After the tours the entire group met together in the gymnasium for introductions to members of the College Administration and faculty, entertainment by various students, and refreshments. It was held on Saturday, May 28, 1955.

China Institute

As in previous years, members of the China Institute met from June 26 to July 9. All of the staff and a few students lived in the dormitory and the entire group held many conferences in the dormitory living room, as well as their regular morning meetings in the College High School Auditorium.

CONFERENCES

(Continued)

Institutes on World Affairs

From June 27 through July 16 the United States and World Affairs Institute met on campus. Most of the discussion groups were held in the Chapin Living Room.

From July 18 through August 5 an institute on Latin America was held at the College. This institute also held most of its meetings in Chapin Hall.

Both sessions seemed to be very successful.

SUMMARY

The year 1954-1955 showed definite growth in the College. As in the past the continued cooperation between the S.G.A. Board and the Administration helped to accomplish desirable goals.

For the first time a program of entertainment and floats was set up by the S.G.A. for a night Homecoming Alumni Football Game. This was followed by an informal dance and proved most enjoyable.

S.G.A.- sponsored entertainment groups gave Assembly programs at both Newark and Glassboro State Teachers Colleges as well as at several hospitals.

As in the past few years the College Carnival was held in early May. It again proved valuable both for its' morale building unification of students and faculty, and for its' monetary return. Just under $2500. was netted for W. M. F.

The Citizenship Committee did a fine job in organizing and carrying out of the Blood Donor Service.

The Social Committee proposed holding the formal dances until 1 A.M. instead of midnight. This seemed to work out quite well.

The most important change during the year, I believe, was the acceptance by the two women's dormitories of an Honor System. After at least 3 years of extended discussions, consultations with other colleges, and many small group meetings, the women of Russ and Chapin Halls in March voted to install and live by an Honor System. It is governed by an Honor Board composed of ten women elected by the students and is under the jurisdiction of the College Administration and responsible to the President and the Dean of Women.

Purpose: The basic purposes of an honor system are to uphold high standards of community living, develop mutual confidence, and encourage a high degree of self and group responsibility. An understanding and acceptance of the spirit and ideals of an honor system are necessary to achieve its aims. Under an honor system, each individual has the opportunity of developing into a mature responsible adult. The success of an honor system rests equally on each and every individual.

SUMMARY

(Continued)

Pledge: "We, as members of the Women's Inter-dormitory Association, do hereby pledge to accept an Honor System as our way of life and to uphold at all times high standards of personal and group responsibility."

Again I would like to repeat and strongly urge that the College provide a night watchman for Russ and Chapin Halls. As I said in the 1953-1954 report - "For safety reasons I cannot urge this too much. There are girls who at times must return to the dormitories after the closing hours, and the campus is dark and deserted. There are also very undesirable men wandering around the campus at times. I feel that a night watchman is really urgently needed".

Respectfully submitted

Margaret A. Sherwin

Margaret A. Sherwin
Dean of Women

New Jersey State Teachers College at Montclair

Director of Personnel and Guidance

Report to the President
Academic Year
1954 - 1955

1. Personnel

A. Integration 100

The course in Personal Adjustment and Mental Hygiene given each semester, two hours per week, twelve sections, approximately 372 students. Seven sections taught by Dr. Earl C. Davis, four sections by Mrs. Dorothy Koons and one section by Dr. Seidman.
The course outline is attached as Appendix A.

B. Freshmen Interviews

All freshmen were invited to come to the Personnel Office to discuss the tests taken at orientation and admission with ample time provided for discussion of other problems if they so desired.

C. Student Interviews (other than freshmen)

The "open door" policy of this office encourages students to stop in at anytime, the faculty are developing the habit of referring students' problems directly to this office, and there are times when it becomes necessary for us to seek out specific students for counseling. No record is kept of the number of student interviews, but it is quite evident that the demands made upon this office are far in excess of the manpower presently provided and the physical facilities presently available.

This office collects, from the faculty, the names of all students doing less than C grade work at the mid-point of each semester. Each student is notified of his deficiencies and a carbon copy of this notice is sent to the parents. Students with reports in two or more courses and students on academic probation are called to the office for a personal interview.

At the end of each semester this office rechecks the scholarship of the entire student body and makes recommendations to the Dean of Instruction for academic probation or the dropping of certain students. These students are notified and invited to come in for an interview on their future plans.

No student is permitted to withdraw from the college without first being interviewed by this office. No student is permitted to change his major or minor field without first being interviewed by this office.

New Jersey State Teachers College at Montclair

Division of Personnel and Guidance

Report to the President
Academic Year
1956 - 1957

I. Personnel

A. Interviewing 1957

The course in Personnel Information and Counsel Guidance given each semester, has hours per week, twelve sections, approximately 300 students. Every semester length in Dr. Hunt c. Jones, four sections by Mr. Dorothy Simms and one section by Dr. Pulsone.

The course outline is attached as Appendix A.

B. Freshmen Interviews

All freshmen were invited to come in the Personnel Office to discuss the data taken at orientation and assisting with major plans provided for discussion of other problems if they so desired.

C. Student Interviews (after then Freshmen)

The "open door" policy of this office encourages students to stop in at anytime, the faculty are developing the habit of referring students' problems directly to this office, and there are times when it becomes necessary for us to call and specific students for counseling. In regard to each of the number of student interviews, one is quite evident that the counsels made from this office are for the sake of the requires presently provided and the physical facilities presently available.

This office solicits, from the faculty, the name of all students doing less than C grade work at the mid-point of each semester. Each student is notified of the deficiencies and a certain date of this notice is sent in the records. Students with records in one or more courses can straight on academic probation can called in the office for a personal interview.

At the end of each semester this office receives the scholarship of the entire student body and makes recommendations to the Dean of Instruction for initiating probation or the dismissal of certain students. These students are notified and invited to come in for an interview to start future plans.

No student is permitted to withdraw from the college without first being interviewed by this office. No student is permitted to change his major or minor field without first being interviewed by this office.

D. Admissions and Recruitment

The special committee appointed by the Commissioner to expand the program of recruitment has carried on a very active program during this year. It has been a pleasure to cooperate with them and to participate in the school visitations.

With the cooperation of the Future Teachers of America Club, its faculty advisor, Dr. Huber, and Miss Frazee, over 1200 high school students and their teachers visited the campus during the school year to observe classes and tour the campus.

With the cooperation of the New Jersey Personnel and Guidance Association several items of literature on recruitment were sent to all guidance personnel in New Jersey, including special materials on the need of latin teachers.

For the first time in a number of years we received more than twice as many applications for admission as we could possibly accept. Over 800 candidates took the examinations administered on March 7th and 23rd, May, June, July and August. As a result of the usual admission procedure, 497 candidates were invited to become members of the class of 1959. The normal attrition of 18% should bring this number down to approximately 400 who will matriculate September 12, 1955.

During the school year approximately 100 candidates for admission on advanced standing were interviewed of whom 40 were accepted for admission.

E. Program of Financial Aid (Scholarships, Loans)

State Scholarships:

The full quota of 10% of the enrollment received State Scholarships. This office processed all applications and kept an accurate record of the academic standing of all scholarship students in accordance with state regulations.

Work Scholarships:

The method of determining the proportion of work scholarships was changed this year to permit 25% of the total enrolled students to be employed at any one time and to use 25% of the total accounts receivable as work credit. However, this included all students formerly employed in the dining hall and as laboratory assistants. It did tend to liberalize the opportunity for dormitory students to earn a substantial part of their expenses.

Every effort is made to maintain full use of this grant, according to state regulations.

Loan Funds and Special Scholarships

John C. Stone - At the annual meeting the report of the bank indicated insufficient income in the income account to award a scholarship this year.

C.O.S. Howe - Three grants of $75.00 each were awarded to three students in the Music Department.

6. Admissions and Promotions

The special committee appointed by the Headmaster to expand the program of recruitment has worked on a very active program during this year. It has been a pleasure to cooperate with them and to participate in the school visitations.

With the acceptance of the Junior Teachers of America Club, its faculty advisor, Mr. Hunter, and also Trevor, over 100 high school students and their teachers visited the campus during the school year to observe classes and tour the campus.

With the cooperation of the New Jersey Commercial and Industrial Association several items of literature on vocational work were sent to all graduate commercial in the Jersey, including special materials to the need of large teachers.

Of the first time in a number of years we received more than twice as many applications for admission as we could possibly accept. Over 800 candidates took the scholastic aptitude examination or their job use test, 400, then, only and further. In a result of the total admission procedure, 187 candidates were offered to become members of the class of 1970. The normal attrition of 10% should bring this number down to approximately 160 who will matriculate September 11, 1967.

During the school year approximately 300 candidates for scholarship on advanced standing were interviewed of whom 117 were accepted for admission.

7. Programs of Financial Aid (Scholarship Loans)

State Scholarships:

The full quota of 160 of the scholarships received State Scholarships. This office processed all applications and sent on adequate records of the academic standing of all recipients according to arrangements with state regulations.

Rare Scholarships:

The method of determining the geographic of work scholarships was changed this year to grant 80% of the total scholar allowance to be employed on any one time and to use 20% of the total accounts receivable as work credit. However, this included all students formerly received in the course full aid as in previous years. It did lead to diminishing the opportunity for freshmen students to earn a considerable part of their expenses.

Every effort is made to minimize full use of this grant, according to state regulations.

Loan Funds and Special Scholarships

John G. Stone - In the annual meeting the board of the most distinguished institutions income in this income amounts to award a scholarship this year.

G.G.L. Jones - Three grants of $1,500 each were awarded to three students in the Music Department.

Margaret B. Holz Fund for Student Exchange - At the annual meeting the Margaret B. Holz award was made and 3 students were given $250.00 scholarships for study abroad.

Edward Russ Scholarship Fund - At the annual meeting, the bank reported this fund in excellent condition. Several grants were made this year from this fund in an effort to make it available to students.

Charles S. Chapin Loan Fund - At the annual meeting, the bank presented an excellent report. Mr. Bobbe is to be commended for his sincere interest in this Fund and the many services he renders without compensation. With the exception of the loan to Mrs. Edwards, which has now gone beyond the statute of limitations, all accounts are current and in good order.

Bergen-Passaic Symphony Scholarship - No applications have been filed for this scholarship in spite of several personal contacts with the donors.

Grace M. Freeman Scholarship remains very active. At the annual meeting, the new freshman candidate was selected. A testimonial dinner was held for Miss Freeman at which time the students presented her with a corsage.

F. Freshman Orientation

The program continues to be a high point in the life of the freshman student. More undergraduates have become interested in taking an active part in the planning of this feature and this year a group of students, members of the Citizenship Committee of the Student Government, organized campus tours for the freshman candidates during the interviews and helped to serve them coffee in the snack bar afterward. Again during the Freshman Parents Day (the 3rd annual) this group acted as guides to touring groups of parents. They then assisted in serving refreshments to the parents.

This committee has worked hard to prepare the program for September 1955. Many changes have been made to enable the freshmen to start classes the same day as the upper classmen. The program is attached as Appendix B.

G. Student Government Association

It is the pleasure of this officer to assist the student government at various times throughout the year and to attend their meetings in an advisory capacity.

H. Social Activities

The office of the Dean of Women acts as the clearing house for the social activities calendar of the college. A complete report of the activities will be found in her report.

The Director of Personnel and the Dean of Women attended or were represented at all social functions sponsored by the students and administration of the college. Far from being a chore, this is a pleasant duty we perform as a part of our regular work.

Surveyor B. Only land for Student Housing - At the Annual Meeting the Surveyor B. Only areas was seen and 1 students were given ECO.or scholarships for study course.

Income Tax Exemption Land - At the Annual meeting, the Land Income period this land is available for sale if available to charity.

Surplus 1. Charity Year Land - At the Annual meeting, the land provided to condition report. A. Those is to commended for the charity interest in this that our the may surplus be renders without compensation. With the surplus of the land is for. Income, which has not gone beyond the nature of liabilities, all accounts are current and in good order.

Surplus-Assets Treasury Scholarship - No applications have been this for this scholarship in view of several promised contacts with the donors.

Income 2. Trustee Scholarship receive very active. At the Annual meeting, the new Trustee candidate was selected. A Institutional Trustee was held the also Trustee at which time the students presented her with a corsage.

7. Trustee Internation

The program continues to be a high point in the life of the Trustee student. Both undergraduates have become integrated in taking an active part in the planning of the Institute and this gift a gift of good state, members of the Citizenship Committee of the Trustee Community, organized regular tours for the Trustee candidates visiting the Institute and helped in every way possible in the quest for scholarships. Years during the Trustee Counsels the time for annual this group meets at Trustee to locating ceiling of Church. They then assisted in serving refreshments to the guests.

This committee has annual meet to prepare the program for September 1972. Many changes are been made to modify the Trustee to start always the same day in the month Trustee. The program is already as upgraded 2.

8. Student Government Committee

It is the pleasure of this writer to insert the student government at various times throughout the year and to highly their meetings to be extremely useful.

9. Social Activities

The office of the dean of Trustee work as the planning house for the social activities calendar of the College. A complete report of the activities will be found in our report.

The Director of Personnel and the Dean of Trustee attended or were represented at all social functions sponsored by the students and administration of the College. For from being a chore, this is a pleasant duty to perform as a part of our regular work.

I. Student-Faculty Advisory Program

Each year the amount of faculty interest in helping students grows. There has been a noticeable increase in this respect this past year. To help the faculty get to meet their new freshmen advisees at as early a time as possible, the new freshmen were assigned advisors during the summer and notified at orientation. A departmental tea was arranged for each department during orientation at which the faculty could meet their advisees.

J. Student Record System

During the past year we have labored to perfect our new applications of the I.B.M. services to our student record system. We have succeeded thus far in expanding our use of I.B.M. to include class lists, report cards (in quadruplicate), student name and address directories, high to low sequence listing of men student averages, preparation of name and address labels for mailing, listing of all students academic averages for current semester and cumulative standing. In devising this system we have provided for the inclusion of alumni information so that in time we may have a complete permanent record on all alumni. We have redesigned the class admission cards to provide punched hole listing of class hours to prevent individual hand changing of class hours. In so doing, we have cut the number of different cards needed.

The next steps in this process will be the making of the individual student permanent record card and the expansion of the I.B.M. service to include the part-time and graduate programs.

K. Student Housing

The Dean of Women operates the women's dormitory. It has run at near capacity except during student teaching. The high point in their year of work was the institution of an honor code for reporting infractions of house rules.

The new men's dormitory is nearly completed and in anticipation of its opening in September 1955, Mr. Ulrich Neuner has been selected Resident Director. The first group of men has been selected and plans are being made for the organization of a men's dormitory government association.

The original plan for a third women's dormitory in the present building program has been shelved until more funds are made available.

L. Military Service and Veteran's Counseling

1. Selective Service

This office maintains contact with the student and his Selective Service Board, furnishing the local boards with an annual report of the student's progress, which forms are usually filed the end of June. In the month of October, a restatement to the local board is made on the basis of the student's matriculating for the current school year. Registration is also made for the student who is planning to do graduate work. This office also administers the Selective Service Qualifying Examination which is given twice each year; once in December and again in April, and on special occasions it has been administered also in May.

1. Student-Faculty-Advisory Forums

Each year the annual I.F.C. faculty luncheon is devoted exclusively to student-faculty problems. There has been a particular concern in this regard since last year. In fact, the faculty put to most their one luncheon invitation in an effort to study a time in greater, the same problems were analyzed and there during the summer and initiated in preparation. A departmental list was circulated for each department during September to which the faculty could send their solutions.

2. Student Report Cards

During the past year we have learned to produce our own applications of the I.F.C. questions to our individual course syllabi. We have adopted them for in separating our use of I.F.C. to include other lists, report cards (in quantitative), student page and assigns (in-relating), high to low expected ability of and student evaluations, presentation of team and advanced labels for grading, listing of all students graduate assignments and course material and evaluative statistics. In devising this system we have provided for the individual of almost information so that in time we may have a complete permanent record on all students. In addition the faculty advisors and students alike to provide quality more learning of these hours to provide individual load changing of class hour. In so doing, we have cut the number of difficult cases needed.

The work done in this program will be the making of the individual student permanent record and the assessment of the I.F.C. should be include the part-time and graduate students.

3. Student Housing

The lack of funds operates the student's dormitory. It has not at most operation during during student housing. The only point in their year of work was the installation of an honor code for residents introduction of honor code.

The new men's dormitory is nearing completion and in anticipation of the opening in September 1955. Mr. Ralph Bender has been selected resident director. The first group of men has been selected and plans are being made for the organization of a men's dormitory government association.

The original plan for a girls' women's dormitory in the present building has progress has been delayed until more funds are more available.

4. Student Service and Income's Committee

5. Extracurricular Activities

This active committee contract with the students and the faculty during the year. Functions the local School with an annual report of the academic committee, which lists are usually filed one set of data. In the work of students, a recommendation to the local board is made on the basis of the student's qualifications for the summer award years. Information is also made for the student who is interested in to graduate work. This active also distributes the Scholarship Certificate qualifying Examination which is given twice each year; once in December and again in April, and in special examinations in the week administered lies in May.

2. Procurement Service

For all branches of the Armed Services, this office acts as a point of dissemination of information for the various branches of the services. We entertain teams of recruiters, plan programs for the liaison between the college and the Armed Services. Once each year, in the month of October, a meeting is held of all non-veteran men students at which time a member of the State Selective Service Board, a member of the Marine Platoon Leader's Course, and a representative of the Army Reserve Unit speak to the students and answer their questions with respect to Selective Service. As a part of our program, we have endorsed the Marine Platoon Leader's Course as the Marine Corps ROTC equivalent and have encouraged our students to enter this program if they wish to be deferred from active duty until the completion of their college career. We have also sponsored the Army Reserve Unit on campus for the purpose of training men for more valuable service with the armed forces. This program does not necessarily defer a student from active service.

3. Veterans Administration

In 1953, Mr. Ulrich Neuner of the Business Education Department, was assigned to this office as Veterans Counselor and has operated as the contact man to the Veterans Administration in the enrollment of veteran students attending college under Public Laws 346, 16, and 550. He maintains records on the student's progress and letters of entitlement. He also acts as the liaison between the Registrar's Office and the Business Office with respect to the veteran's status.

M. Student Health Services

The college physician is directly responsible for the student health services and has on her staff one full-time nurse and three part-time nurses. The part-time nurses are graduate nurses who are planning to study for a Bachelor of Science Degree. They receive full tuition, room and board in return for which they give a limited amount of service in the Infirmary during the week days and take turns on covering the dormitory during the weekends and holidays. The program of the student health services can be divided into three areas. First the preventive. Pre-admission examinations are given to all entering students and routine periodical examinations are given to all underclassmen. A program of chest x-rays for the identification of possible tuberculosis are given once each year. During the freshmen orientation program, each student is given an audiometer and eye test.

The second phase of the program is curative. In this phase the health services operate an infirmary for the diagnosis and treatment of minor ailments, first aid, and such medical assistance as can be rendered to the student. The psychiatric referral service is operated by recommendation from the Medical Officer. Students are referred to Dr. Gilman, from Montclair, for psychiatric service, if, in the estimation of the Personnel Department, the student can be aided by such service. The original treatment is paid for by the college, further treatments are paid for by the student.

The third phase of this service is the remedial. It has been found most helpful to the students to operate a program of diet control, treatment of acne, eyeglasses, and dental care, exercise for vitamin deficiency, and corrective physical education. The Medical Department also engages in a certain amount of individual counseling with students, with particular reference to their health problems.

N. Testing and Research

The Personnel Department is responsible for the administration of the testing program on college-wide tests. Among these would be included the Admissions Tests, the Freshman Orientation Program, the National Sophomore and National Teachers Examinations, and the Selective Service Qualifying Examination.

Dr. Orpha Lutz was hired by the college in 1952 to work with this program in the evaluation and study of the programs of the college. She has prepared a number of studies based on the testing programs, reports of which are filed in the Office of the President. This office also exercises some liaison with the classroom-testing program by assisting the faculty in planning and procuring tests, and by the scoring of tests through the IBM test-scoring machine. We have encouraged the use of our test-scoring service by the public high schools in our area, and as a result we have scored approximately 21,990 papers during the school year 1954-55, for which we have charged and received $970.49. Because of the volume of work at peak loads, we have hired a part-time worker to assist with the test scoring. Thereby, paying for all expenses of the test-scoring machine, and hence operating it at no expense to the college.

O. Miscellaneous Services

In addition to the services listed above, certain miscellaneous services are carried on.

The duplicating, test-scoring, and addressographing services are supervised by this office. A statistical report of these services will be found attached as Appendix C of this report.

The medical reimbursement insurance program of the Student Government Association is administered by this office. Last year approximately 350 students were enrolled, including all members of the intercollegiate teams. The medical department rendered first aid and processed all claims under this policy. A total of $3277.54 was paid by the insurance company to satisfy student claims under this policy.

A system of automobile parking permits was instituted and issued from this office. The Veterans Committee took over the duty of policing the parking areas and reported violators to this office. Approximately 180 faculty and staff and 1300 student permits have been issued to date.

This office has, for a number of years, acted as the editorial office for the freshman handbook - The Arrowhead. A revised edition is published every other year.

II. The Graduate Program in Personnel and Guidance.

Due to the continued high enrollment in the courses of this division, the practice of appointing visiting professors from among the outstanding practioners has not only been continued but increased. In order to increase the effectiveness of the teaching, the class size has been limited to forty and adjunct professors have been appointed to either read for the professor or teach a second section.

During the first semester Dr. Gelfond, Director of Guidance at Linden taught the class and Mr. Dale Weaver, Director of Guidance at Dover read the papers. Dr. LeRoy Booth, Director of Guidance at Springfield Regional High School, read papers for the course taught by Dr. Earl C. Davis.

During the second semester the class in Vocational Guidance was split into two sections and Dr. Booth taught the second section.

8. Testing and Research

The Ingersoll laboratory is responsible for the administration of the testing program in college-wide tests. Among these tests is included the Intelligence Tests, the Iowa Achievement Tests, the National Diploma and National Teachers Examinations, and the Scholastic Aptitude Examinations.

Mr. Jones also was hired by the college in 1952 to work with the program in the evaluation and study of the curriculum of the college. He has prepared a number of studies based on the testing programs, reports of which are filed in the Office of the President. This office also supervises some liaison with the Guidance-Testing Service by contacting the faculty in planning the personnel tests, and by the mailing of tests through the IBM test-scoring machine. In this co-ordinating the use of the test-scoring service by the public high schools in our area, and as a result we have saved approximately $1,700 during the school year 1956-57. (Or which we have charged our students $2.). Because of the volume of work at just times. Thereby, getting the all measures of the test-scoring machine, and hence operating it at no expense to the college.

9. Miscellaneous Functions

In addition to the services listed above, certain miscellaneous services are carried on.

The duplicating, typewriting, and stenographic services are supervised by this office. A substantial amount of these services will be found attached as Appendix C of this report.

The medical referrals/medical insurance program of the student insurance association is administered by this office. Last year approximately 1[illegible] students were enrolled, including all members of the junior class. The medical insurance program first was processed all claims under this policy. A total of $[illegible] was paid by the insurance company to students for medical claims under this policy.

A system of automatic [illegible] notices are initiated by issuing from this office. The Internal Revenue Service has also sent in notices of parking areas are required attendance to this office. Approximately 150 faculty and staff and 150 students parking have been issued to date.

This office has, for a number of years, been an the authorized office for the Treasurer, Inc. - The Ingersoll. A personal activity is conducted every other year.

II. The Schools Program in Personnel and Guidance.

Due to the continued high enrollment in the courses of this division, the problem of providing a sound guidance program has become increasingly pronounced and will call for some consideration and attention. In order to increase the effectiveness of the training, the class size has been limited to forty and actual experience has been considered in either year for the proposed or teach a second session.

During the first semester, i.e. 1951-52, director of training at Tucson taught the class on an. This Summer, director of training at Tucson taught the [illegible]. In Spring [illegible], director of training at Tucson taught the school. This course taught by Mr. [illegible].

During the second semester the class at Tucson taught by Mr. [illegible], [illegible] and [illegible]. Dr. [illegible] and Mr. [illegible].

Dr. LeRoy Booth served as the visiting professor for the summer session of 1955, teaching a full schedule of six credits. Dr. Booth has been well received by the students and has been most cooperative in the monthly coffee hours.

The monthly coffee hours, started last year for the Personnel and Guidance majors, were continued this year. During the months of February, March and April the coffee hours were doubled to provide a seminar type meeting in preparation for the comprehensive examination. At these meetings Dr. Booth gave valuable practical assistance in the solution of problems. The average attendance at these coffee hours was twenty-four.

In addition to the above mentioned, Dr. Tomedy taught in the spring semester and Mr. Polglaze in the fall.

Several recommendations have been made to the Graduate Committee for the expansion of the guidance program to make it possible for students to continue beyond the master's degree for further certification in guidance.

III. Community Activities of the Director of Personnel.

The Director of Personnel has been serving on the Montclair Civil Defense Council for the past five years. Officially this officer is designated as Deputy Controller of the second platoon. Because of the nature of the population of Montclair, half the residents are employed outside the town, the Civil Defense Control is divided into two platoons. One platoon is composed of people employed in Montclair, the other of those not employed in Montclair. This explanation has been made to indicate the high degree of responsibility that has been bestowed by the community.

As a member of the Montclair Kiwanis Club, this officer has taken part in a number of community activities:- Boys and Girls Work; Vocational Guidance; and judging the Annual Recreation Department Pet Show.

The Director of Personnel has been a very active member of the New Jersey Personnel and Guidance Association; Editor of the monthly News Letter, which has received national recognition in the American Personnel and Guidance Association; member of several state committees; chairman of one of the committees for the national convention of the Student Personnel Association of Colleges for Teacher Education; also a member of the membership committee for SPATE; member of the conference planning committee for the 1956 meeting of the North Atlantic Region of the National Association of Guidance Supervisors and Counselor Trainers; member of the convention planning committee of the guidance section of the American Vocational Association for their convention in December 1955; appointments have been accepted for speaking and participation on several programs at the state convention in Atlantic City for November, 1955.

This officer has been actively associated with a number of prominent local groups: The New York Schoolmasters Club; Rho Chapter, Phi Delta Kappa; The Barnard Club for the History of Education at New York University; The New York University Alumni Association (advisory committee for the Education Conference on Alumni Day); The Planning Committee for the Annual Conference on History of Education at New York University.

Several articles prepared by this officer for publication in the Guidance News Letter have been reprinted by other state guidance bulletins and in the national Personnel and Guidance Journal.

IV. Recommendations:

1. With the increase in student body and with the growth of the student personnel services, it becomes imperative that action be taken to increase the staff of the personnel office. Therefore it is recommended that at present one full time professional person be added who can teach the freshman orientation course and handle counseling services and teach guidance at the graduate level. This person should be recruited from among active public school guidance people, and have a doctor's degree. The present secretarial arrangement is inadequate and we are forced to rely on the inefficient itinerant help of work scholarship students. This office needs a full time secretary.

2. In the program of expansion and reconstruction of physical facilities provision should be made for the enlarging of the personnel office. Therefore, it is recommended that the present classroom number five be made a part of the Personnel Office and that the graduate office be moved. Appropriate partitions could then be erected to provide counseling space for private interviews and secretarial desk space and work space for student workers could be provided to carry on the many activities of this office.

3. That funds be provided for special public relations literature in guidance training and new student recruitment. The Personnel and Guidance Department will celebrate its Silver Anniversary this year and we should like to publish a bulletin containing speeches, research papers, and programs of the symposiums we plan to hold during the year.

4. Due to the increased student body and the potential increases to come, it is recommended that the admissions office be separated from the registrar's office and housed in the expanded personnel facilities. Two full time clerk-typists should be assigned to this office and they could assist the full time secretary in the other duties of this office.

5. It is also recommended that one additional clerk-technician be added to assume the responsibility for the duplication and addressograph activities. In this regard the office badly needs a new duplicating machine. I recommend that we secure a multilith process machine. The physical facilities for this operation are presently very inadequate. It is hoped that proper facilities will be provided in the reconstruction program.

6. It is recommended that the speech test recently devised by the speech experts of the college become a part of the admission program at this college even if not used at other colleges where no speech experts are available.

7. Due to the outstanding success of the Student Medical Reimbursement Insurance Program it is recommended that serious consideration be given to incorporating the insurance premium into the regular fees collected by the Business Office.

8. Historically, Montclair has been a world famous institution. It is incongrous that this college should not be represented at national professional meetings simply because no funds are available to underwrite the expenses of faculty who can and wish to participate. It is recommended that the President seek a special appropriation in the annual budget of funds to be at the disposal of faculty members to defray expenses to professional meetings outside the state boundaries.

IV. Recommendations:

1. With the increase in student body and staff the growth of the student personnel services, it becomes imperative that action be taken to increase the staff of the personnel office. Therefore it is recommended that at present one full time professional person be added who can insure the investigation, counseling centers and health counseling services are taken care of the students level. This person should be particular than being active public school guidance people, and have a doctor's degree. The person selected should be independent in temperamental and be able to fully do the highest student interest help of work considerable challenge. This office needs a full time secretary.

2. In the program of research and investigation of physical facilities provision should be made for the advancing of the personnel office. Therefore, it is recommended that the present classroom building be made a part of the Personnel Office and that the building office be moved. Appropriate partitions could then be erected to provide conference space for students interviews and psychological test space and work space for student workers could be provided to carry on the many activities of this office.

3. That funds be provided for special public relations literature to promote students and the student institution. The Personnel and Guidance Department will emphasize the higher development this year and we should like to publish a bulletin containing speeches, research reports, and programs of the organizations we plan to hold during the year.

4. Due to the increased student body and the residential interests in them, it is recommended that the dormitory office be also under the supervision of the Personnel office and placed in the adequate personnel facilities. The full time clerk typists should be assigned to such office and they would assist the full time secretary in the other office -- this office.

5. It is also recommended that our institutional dietitian-housekeeper be issued to assume the responsibility for the satisfaction and entertainment activities. In this regard the office head needs a new building equipment. I recommend that we secure a multiple purpose machine. The personnel facilities for this operation are generally very inadequate. It is hoped that proper facilities will be provided in the recommendation program.

6. It is recommended that the school just recently purchased by the speech experts of the college become a part of the academic program as this and-logy even if not used as other colleges where no speech experts are available.

7. Due to the marketing courses of the Tuskegee Institute Extension Center, it is recommended that graduate assistantship be given to investigating the instructors from the center, from collected by the Personnel office.

8. Statistically, students are need a social fusion institutions. It is imperative that this college should not be represented as national institution working slowly towards no fixed are available to counselors and sponsors of faculty who can not work at a distance. It is recommended that the President make a special appropriation to the annual budget -- funds to be at the disposal of faculty members to defray expenses to institutions such-high schools the state institutions.

9. That consideration be given to establishing in 1956-57 a public school testing laboratory with a full time professional and psychometric staff. This should be followed in 1957-58 by the establishment of the graduate program, now authorized, in educational tests and measurements. These two are sequential and the order should not be reversed. This laboratory would serve as consultants to schools and conduct testing programs in the schools, not bring children to the college.

10. The duties of the Director of Personnel and Guidance are so numerous, time consuming, and continuous throughout the year, that it is highly recommended that the Director be placed on a salary scale and professional status comparable to the Dean of Instruction; namely - a twelve month contract, faculty rank of a full professor, and a salary above that of the full professor rank.

Respectfully submitted,

Earl C. Davis

Earl C. Davis,
Director of Personnel

9. That consideration be given to establishing in Ireland a single school teaching laboratory with a full time professional lay technician staff. This would be followed in 1972-3 by the establishment of the proposed Inspectorate, who authorised, in accordance with our recommendations. Since the new educational set up could not be reversed. This laboratory would serve as central base to schools and teachers teaching physics in the schools, not being exclusive to the colleges.

10. The duties of the Director of Physics and Technical Education are as mentioned, take commencing, and continuous development the year, that is to supply recommended that the Director be placed on a salary scale and establishment status comparable to the Chief of Inspectorate Branch - a senior post, equivalent, having regard to a full inspectorate, and a salary above that of the full professional post.

Yours faithfully, respectfully,

[illegible]

Chief Inspector,
Department of Education

A. 169

INTEGRATION 100

1. Introduction
   Purpose and content of the course, method to be used, requirements of the course, the text and its use, outside reading, related problems and projects.
   Text: Psychology of Personal and Social Adjustment, Henry C. Lindgren American Book Company.

2. The Study of Human Behavior. Chapter I, pp 1-19.
   Normal behavior, emotional maturity, tolerance and acceptance, environment defined, dynamic approach to behavior.
   Problems and Projects.
   1. Is there a normal person?
   2. How does one judge emotional maturity in oneself - in others?
   3. Discuss environment vs heredity as molding factors.
   4. How do your friends (anonymous) rate as normal adults. How do they rate you? How do you rate yourself?

3. Development of Personality: The Self. Chapter II, pp 21-36.
   Understanding yourself, the nature and concept of self. Levels of needs, areas of conflict.
   Problems and Projects.
   1. Do you find self-analysis easy or difficult? helpful or harmful?
   2. What do you think are your basic emotional needs here at college? Are they easily satisfied? If not, how can the college help satisfy them.
   3. Is "conscience" or "superego" a fair guide to behavior? Will it conform to society's interpretation of right or wrong?
   4. Recall your childhood; can you trace some of your personality traits to specific happenings or influences of those years?

4. Functioning of Unconscious Processes. Chapter 3. pp 39-57
   Unconscious motivation, common sense, repressions, feeling-tone, empathy.
   Problems and Projects.
   1. If the unconscious is overstressed, may individuals and society use it as an excuse for behavior?
   2. Repression. Self-control. Discuss the merits of each.
   3. Rate yourself on empathy. List specific ways in which you as a student will find it a social aid.

5. Book Reviews by two student teachers.
   Books to be chosen from suggested readings on Chapters 1-3 inclusive.

6. Written Quiz. Chapters 1 to 3 inclusive.

7. Emotion: Threat, Anxiety and Hostility. Chapter 4, pp 60-84
   Varieties of emotion, motivation by threat, anxiety vs fear, causes of anxiety, expressing hostility.
   Problems and Projects.
   1. Is over-repression or non-repression of emotions the greater deterent in the life of a student?
   2. How can creative expression solve ones problem of hostility. Be specific.
   3. How are natural anxiety and threat met in our SGA elections?

8. Emotions: Patterns of Defense and Escape. Chapter 5. pp 87-102.
Effects of anxiety, substitution, sublimation, daydreaming, regression, obsession.
Problems and Projects.
1. If you find yourself using one of the above methods of emotional escape, what steps would you take to correct this?
2. Discuss the values and harms of daydreaming.
3. Is a person who commits suicide sane or insane at the time?

9. Emotions: Patterns of Defense and Escape. Chapter 5. pp 102-120.
Repression, rationalization, projection, retreat, drugs and alcohol, psychotherapy, group therapy.
Problems and Projects.
1. Is there a danger of our society being too prone to seek psychoanalysis for the ordinary problems of life?
2. Do you approve of group therapy?
3. How does college life provide non-professional group therapy? Can we improve this here?

10. Struggle against Shyness and Feelings of Inferiority. Chapter 6. pp 121-138.
Shyness, guilt feelings, what causes them, real self vs idealized self.
Problems and Projects.
1. Arrange a class panel discussion with self-analyzed extroverts vs. introverts. Discuss shyness and its effects on the college students life.
2. Is it possible to hold ideals which are too high?

11. Struggle to become Independent and Self-reliant. Chapter 7. pp 140-157.
Interdependence and over dependence in adolescents, parents, adults.
Problems and Projects.
1. What teaching methods promote independence of the pupil?
2. What methods promote over-dependence on the teacher by the pupil?

12. Book reviews by two student teachers.
Books to be chosen from suggested readings on Chapters 4 to 7 inclusive.

13. Oral Quiz. Chapters 4 - 7 inclusive.

14. Forces That Mold vs. Determinants of Personality. Chapter 8. pp 159-178.
Outside influences on personality: physical, constitutional, cultural, sexual. Group determinants.
Problems and Projects.
1. Name three MSTC student behavior patterns which could and should be improved. (i.e. less talking in the library)
2. Does the faculty hold behavior standards which should be more realistic?

15. Forces that Mold Us. Social Class and Status. Chapter 9. pp 181-201.
Social classes in community and in college, characteristics of classes, adjustment problems due to classes, upward mobility.
Problems and Projects.
1. Does America have a class system?
2. Are social classes recognizable in our school?
3. Are there any values to a social class system?

16. What happens in Groups? Chapter 10. pp 203-223.
Interpersonal actions and reactions, groups satisfy needs, group dynamics, role of the leader.
Problems and Projects.
1. Step by step show how the interview between Joe and Mr. Barnes can be improved.
2. What attitudes will you strive for when seeking your first teaching position?
3. What can you and are you doing now to learn to sell yourself to others.
4. Discuss types of leaders.

17. Communication: the Process of Social Interaction. Chapter 11. pp 224-241.
Getting along with others, break down of social communications, family relations, communications help maintain the group.
Problems and Projects.
1. Do you find most of your social problems can be solved by talking them over? Is this as true for men as for women?
2. Would the world leadership role of the United States be improved if we required all students to learn several languages?
3. Are social communications between students and teachers at MSTC adequate?

18. Communications: The Process of Social Interaction. Chapter 11. pp 241-256.
Propaganda, distortions, rumor, education.
Problems and Projects.
1. Prepare a "Voice of America" program as nearly perfect in social communications as you are able.
2. How can communications upward from student to instructor be improved?

19. Adjustment Factors in Employment. Chapter 12. pp 259-279.
Work, money, frustration, emotional climates on the job, employers role in adjustment.
Problems and Projects.
1. Should ones job be a means to an end or the goal in ones existence?
2. What specific things can be done to improve working conditions of beginning teachers?
3. How can you prepare yourself for job happiness and security?

20. Book reviews by two student teachers.
Books to be chosen from suggested readings. Chapters 8-12 inclusive.

21. Written Quiz. Chapters 8-12 inclusive.

22. Choosing a Vocation: Self Appraisal. Chapter 13. pp 282-295.
Vocational choice, self-evaluation, skills, professional counselors.
Problems and Projects.
1. Does an objective appraisal of yourself and an understanding of the teaching profession still indicate you wish to be a teacher?
2. Do you feel you have been given the opportunity for sufficient professional counseling?

23. Choosing a Vocation: Study of an occupation. Chapter 14. pp 296-322.
Sources of information, occupational trends, working conditions, unions and professional societies, placements.
Problems and Projects.
1. Do you approve of unionization of teachers?
2. Should teachers come under the social security status?
3. Are teachers underpaid or is this a statement of former fact?

24. Getting an Education: Intelligence. Chapter 15. pp 324-344.
Intelligence and mental health, social status, measurements, uses of I.Q. tests, heredity and environment.
Problems and Projects.
1. Should or should not a pupil be told his I.Q.?
2. Have the Kuder Preference tests been of value to you?
3. Who is Terman and what is the long term test he is running on super-intelligence?

25. Getting an Education: Learning. Chapter 16. pp 347-361.
Learning and mental health, theories of learning; conditioning, trial and error, insight, adjustment and growth; three approaches to education and learning.
Problems and Projects.
1. Have you definite plans for improving your methods of learning while at college?
2. What method of note taking, memorizing, etc. have you found most effective?
3. Does MSTC provide adequate space and quiet for effective study?

26. Getting an Education: Learning. Chapter 16. pp 361-374.
School learning situation, competition, transfer of training, role of student in learning, test nerves.
Problems and Projects.
1. How do you prepare for a test?
2. Should colleges demand class attendance and participation?
3. What are some of the best ways to maintain class discipline at the high school level?

27. Building Sound Relationships Between the Sexes. Chapter 17. pp 377-404.
Early childhood experiences, later childhood experiences, adolescence, courtship, dating, obstacles of courtship and marriage. The working life, Marriage and emotional maturity.
Problems and Projects.
1. Are there good reasons for a long engagement?
2. Do you agree love is not sufficient basis for marriage? That emotional maturity, similar tastes, good family relationships, etc. are necessary?
3. What can you students do to maintain a high standard of behavior for boys and girls at parties, dates, etc.
4. Is it true that happy marriages are made, not foreordained?

28. Patterns of Deviation: Antisocial and Abnormal. Chapter 18. pp 408-430.
Meaning of abnormal, immature personality, rebellious personality, neurosis and psychosis. Rehabilitation, recovery, punishment, prevention of deviant behavior.
Problems and Projects.
1. Do you feel you would be able to know when your behavior went from the normal to the abnormal?
2. Is prevention of abnormal behavior on a large scale possible? How?
3. Evaluate your own emotional maturity.

29. Integrative and Disintegrative Factors in Mental Health. Chapter 19. pp 433-455. Homeostasis, every day life therapeutics, religion. Disintegrative factors, struggle for power, prejudice, war.

29 Continued.

Problems and Projects.

1. Does the fast pace, up-set, aspect of our present world offer an excuse for the failure of young people to be mature adults?
2. Amoung your friends is conformity or individuality the most desired state?

30. Toward Better Mental Health. Chapter 20. pp 458-471
Understanding, acceptance, respect, self-direction. Group action to give mental health to others, Public Education, parent education.

Problems and Projects.

1. Do you have trouble accepting yourself and your life situation?
2. Is everyone to be held non-responsible for biological functions as Kinsey suggests or do we all have an obligation to society, to the family and the American way of life?
3. Should sex education be taught in the schools?

B.

NEW JERSEY STATE TEACHERS COLLEGE
AT MONTCLAIR

Dear Freshman:

May I add my personal congratulations and a very warm welcome upon your admission to Montclair State.

We want you to get to know us and we want to know you as rapidly as possible and so we have planned the following Orientation Program. The schedule is detailed and quite complete but such planning is necessary in order that all 400 of you can be integrated into our family in the short space of three days. Will you please study this material carefully and prepare to follow the instructions implicitly. The upper classmen will be operating under full schedule during your orientation program and to find a lost Frosh among 1100 students will be quite a task.

Each freshman has been assigned to one of seven groups on the basis of his major field. You have been assigned to group _____. Study your group program and if you have any questions stop in and see me.

Sincerely yours,

Earl C. Davis,
Director of Personnel

Key to schedule:

1. Kuder Preference Record - Room 26
2. Mooney Problem Check List - Room 24
3. Audiometer test by Medical Dept. - Edward Russ Hall
4. Registration information - class cards, insurance prog., veterans, library cards, scholarships, general information - College Library
5. Business Office - Payment of bills and fees - Lower Hall (end near parking lot)
6. Photograph - Individual photograph taken for the permanent records - Gymnasium
7. Music - Ability to sing or play musical instrument - Music Building

Dorm Students: You will eat all your lunches in the cafeteria.

All Frosh are required to enter into the initiation activities as planned by the Sophomore class. Read the enclosed rules, more details will be explained after lunch on Saturday.

All Frosh are requested to subscribe to the Medical Reimbursement Insurance Plan described in the booklet enclosed. Sign the card and pay the fee in the Business Office at your scheduled hour.

If you are planning to pay your bills by check, they should be made out to Montclair State Teachers College. Separate checks should be used for the insurance and for tuition and fees.

FRESHMEN ORIENTATION PROGRAM 1955 - 1956

FRIDAY NIGHT 9/9/55

8:00 P.M. Freshmen Dorm men meet with Mr. and Mrs. Neuner; Dr. and Mrs. Davis, and Dr. and Mrs. Partridge.

8:30 P.M. Freshmen Dorm women meet with Honor Board, Dean Sherwin, Dr. and Mrs. Partridge and Dr. and Mrs. Davis.

9:00 P.M. Get together of all on-campus freshmen students in Russ Hall Living Room.

SATURDAY MORNING 9/10/55

9:30 A.M. General Assembly in Amphitheatre - Dr. Partridge, Dr. Huber, Dr. Davis, Dean Sherwin, Miss House, Dr. Wurts, Miss Pritchard, S.G.A. President. Explanation of general program and distribution of Arrowhead.

10:45 A.M. Tour of Campus

11:30 - 12:30 Lunch

1:00 P.M. Sophomore Assembly for freshmen to receive dinks and instructions about hazing which will start on Monday.

2:00 P.M. S.G.A. Assembly

3:00 P.M. President's Reception

8:00 - 10:00 P.M. (Dorm Students Only) Informal dance at Men's Dormitory.

MONDAY MORNING 9/12/55 Begin Tests.

Group	A	B	C	D	E	F	G
8:30 - 9:45	1	2	3	4	5		5
9:45 - 10:30		3	4	4		1	2
10:30 - 11:45	2		4	5	1	3	4
11:45 - 12:45			lunch				
1:00 - 2:15	3	4	5	1	2	5	4

2:30 - Departmental meeting and teas

Monday Night - Bonfire and Big Brother - Sister Dance.

FRESHMEN ORIENTATION PROGRAM 1955 - 56

TUESDAY MORNING 9/13/55 Tests Continued.

Group	A	B	C	D	E	F	G
8:30 - 9:45	4	5	1	2	3	6	6
9:45 - 10:30	4	1	2	6	6	4	3
10:30 - 11:45	5	6	6	3	4	2	1
11:45 - 12:45			Lunch				
1:00 - 2:00	6	7	7	7			
2:00 - 2:30	7				7	7	7
2:30 -	Pep Assembly and Clubs.						

C.

SUMMARY OF TEST SCORING SERVICE
July 1, 1954 to June 30, 1955

ate	School	No. Papers	Amount
ctober 1954	Jersey City State Teachers College	806	$35.50
	Woodrow Wilson High School, Weehawken	215	7.45
	Newark State Teachers College	418	18.48
	Glassboro State Teachers College	42	4.20
	Paterson State Teachers College	14	1.70
	Weehawken High School	275	13.75
	College High School	29	no charge
	Belleville High School	710	31.69
	H.L. Bain, West New York	844	38.37
	College High School	47	no charge
ovember 1954	Memorial High, West New York	1014	76.54
	Verona High School	107	5.35
ecember 1954	Woodrow Wilson Jr. High, Weehawken	130	7.31
	Montclair High School	1791	35.82
	Kearny High School	97	1.94
	School #5, West New York	1021	46.64
	Montclair Board of Education	458	18.32
	Fort Lee High School	234	10.53
anuary 1955	Jersey City State Teachers College	40	4.00
	Passaic Valley High, Little Falls	123	3.69
	Passaic Valley High, Little Falls	78	2.34
ebruary 1955	Springfield Regional	611	24.44
	Jersey City State Teachers College	259	9.99
arch 1955	School #5, Belleville	207	9.66
	Trenton State Teachers College	539	53.90
	Glassboro State Teachers College	169	16.90
	Paterson State Teachers College	162	16.20
	Newark State TeachersCollege	167	16.70
	Montclair State Teachers College	531	no charge
	Jersey City State Teachers College	210	21.00
	Jersey City State Teachers College	103	13.39
	Belleville High School	1137	53.05
	School #3, West New York	529	24.18
	College High School	581	no charge
	Radburn School, Fair Lawn	183	8.54
	Weehawken High School	218	39.24
pril 1955	School #4, West New York	664	30.27
	Memorial High, West New York	527	65.81
	Passaic Valley High, Little Falls	170	5.10
ay 1955	Henry B. Milnes, Fair Lawn	91	3.64
	Jersey City State Teachers College	56	2.80
	Holy Trinity High, Hackensack	150	16.50
	Glassboro State Teachers College	64	6.40
	Newark State Teachers College	52	5.20
	Jersey City State Teachers College	1	.13
	Paterson State Teachers College	24	2.40
	Trenton State Teachers College	7	.85
	Jersey City State Teachers College	67	6.70

TEST SCORING SUMMARY (con't)

ate	School	No. of Papers	Amount
ay 1955 (con't)	Montclair State Teachers College	34	no charge
une 1955	School #1, West New York	782	$28.98
	Montclair High School	724	32.58
	Belleville High School	860	31.80
	Woodrow Wilson Jr. High, Weehawken	169	13.52
	Fort Lee High School	385	12.53
	Verona High School	523	17.27
	Thomas Jefferson High, Fair Lawn	430	17.20
	Dr. Fulcomer	40	no charge
	Mr. Kops	166	" "
	Mrs. Corso	25	" "
	Dr. Gage	81	" "
	Miss Foster	153	" "
	Dr. E. C. Davis	325	" "
	Dr. Lutz	280	" "
	Mr. Morehead	425	" "
	Mr. Steinhart	75	" "
	Dr. Reed	20	" "
	Mr. Allen	130	" "
	Mr. Humphreys	40	" "
	Dr. Huber	158	" "
	Miss Duke	165	" "
	Dr. Ingebritsen	28	" "
	TOTAL	21,990	$970.49

SUMMARY OF PHOTOSTATING
July 1, 1954 to June 30, 1955

Department	No. of Copies
Registrar	3,873
Miss Favor	1,042
Miscellaneous	381
Music	120
Integration	201
President	22
Business Office	75
TOTAL	5,714

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

SUMMARY OF MIMEOGRAPHING
July 1, 1954 to June 30, 1955

Dept.	No. of Copies
Art	2,275
Business Education	975
English	16,600
Geography	10,625
Integration	19,920
Language	28,195
Mathematics	6,400
Music	15,450
Phy. Ed. (Men)	7,875
Phy. Ed. (Women)	4,975
Psychology	3,000
Science	4,300
Social Studies	36,650
Speech	31,800
Dean of Instruction	7,760
Alumni	2,640
Book Store	800
Business Office	2,200
College High School	400
Dean of Women	6,425
Library	2,800
Medical Office	1,550
Miss Favor	6,285
Personnel	28,365
President	6,125
Publicity	1,375
Miscellaneous	21,460
Registrar	7,375
Television	2,625
Visual Aids	2,050
Admissions Office	8,425
TOTAL	297,700

Report of Receipts
July 1, 1962 to June 30, 1963

Dept.	Amount
Ins	1,[illegible]
Statewide Information	[illegible]
Traffic	12,[illegible]
Geography	10,[illegible]
Integration	17,[illegible]
Language	2,[illegible]
Mathematics	0,[illegible]
Music	15,[illegible]
Phy. Ed. (Men)	7,[illegible]
Phy. Ed. (Women)	4,[illegible]
Psychology	7,[illegible]
Science	1,[illegible]
Social Studies	14,[illegible]
Speech	25,[illegible]
Term of Instruction	7,[illegible]
Albion	6,[illegible]
Book Store	[illegible]
Business Office	6,[illegible]
College High School	[illegible]
Term of Years	0,[illegible]
Library	0,[illegible]
Medical Office	1,[illegible]
Site Tower	[illegible]
Personnel	8,[illegible]
President	0,[illegible]
Publicity	1,[illegible]
Elementary	21,[illegible]
Registrar	1,[illegible]
Television	[illegible]
Visual Aids	[illegible]
Athletics (Life	[illegible]
TOTAL	**[illegible]**

SUMMARY OF REX-O-GRAPHING
July 1, 1954 to June 30, 1955

Department	No. of Copies
English	480
Language	11,765
Mathematics	870
Music	3,355
Phy. Ed. (Men)	11,220
Phy. Ed. (Women)	4,850
Science	1,600
Social Studies	3,345
Business Office	495
Dean of Women	1,920
Medical Department	150
Students & Miscellaneous	3,265
Visual Aids	425
Admissions Office	1,250
Personnel	1,720
Dean of Instruction	3,450
Business Education	830
Integration	1,775
Alumni	570
Television	2,150
Speech	2,560
Art	930
Home Economics	125
TOTAL	59,100

New Jersey State Teachers College at Montclair

Graduate Division

Report to the President
Academic Year
1954 - 1955

1. Developments and Trends

Recommendations from the State Board of Education.

A letter from Commissioner Raubinger to Dr. Partridge, dated March 10, 1955, authorized revision and continuation of the graduate programs already established at Montclair. Subject to availability of funds and in response to demands, Montclair is authorized to establish graduate programs in one or more of the following fields: Educational Psychology and Measurement, Curriculum Construction and Supervision, Audio-Visual Instruction, Fine Arts, Industrial Arts, Home Economics and Music.

Programs Now In Process

At the meeting of the Graduate Committee on June 1, 1955, four new programs were presented to the Committee. They were: Industrial Arts which was approved by the Committee and referred to the Administrative Council; Curriculum Development and Supervision; Music, and Audio-Visual Instruction. The last three of these were referred back to the departments with suggestions for revision. It is hoped that all of these proposed new programs may be ready for inclusion in the next issue of the Graduate Bulletin.

Recommendations on Research Work.

Early in the year a Special Committee on Graduate Thesis and Research was set up by Dr. Partridge at the request of the Graduate Committee. The committee was asked to study our situation and propose plans for research and thesis writing with provision for staff time and compensation.

A report of the work of this committee was made to the Graduate Committee at its meeting on January 5, 1955. The recommendations of this report were:

1. All candidates for the Master's degree are required to complete Int. 503, Methods and Instruments of Research. (This is a continuation of the present requirement.) In addition, each candidate shall be required to complete Int. 603B, Principles and Practices of Research, or an equivalent research seminar course in the department of his major subject.

San Jose State Teachers College at Berkeley

Graduate Division

Report to the President
Academic Year
1954 - 1955

I. Developments and Trends

Recommendations from the State Board of Education.

A letter from Superintendent Bonsteel to Dr. Fredrick, dated March 10, 1955, authorized revision and continuation of the graduate programs already established at Berkeley. Subject to availability of funds and in response to demand, Berkeley is authorized to establish graduate programs in one or more of the following fields: Educational Psychology and Measurement, Curriculum Construction and Supervision, Audio-Visual Instruction, Fine Arts, Industrial Arts, Home Economics and Music.

Programs Now in Process

At the meeting of the Graduate Committee on June 1, 1955, four programs were presented to the Committee. They were: Industrial Arts which was approved by the Committee and referred to the Academic Senate Council; Curriculum Development and Supervision; Music, and Audio-Visual Instruction. The last three of these were referred back to the department with suggestions for revision. It is hoped that all of these proposed new programs may be ready for inclusion in the next issue of the Graduate Bulletin.

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Early in the year a Special Committee on Graduate Theses and Research was set up by Dr. Fritzlen at the request of the Graduate Committee. The committee was asked to study our situation and propose plans for research and thesis writing with revision for staff time and cooperation.

A report of the work of this committee was made to the Graduate Committee at its meeting on January 6, 1955. The recommendations of this report were:

1. All candidates for the Master's degree are required to complete Int. 503, Methods and Instruments of Research. (This is a continuation of the present requirement.) In addition, each candidate shall be required to complete Int. 503B, Principles and Practices of Research, or an equivalent research seminar course in the department of his major subject.

2. In addition, each department shall require either a written comprehensive examination which shall include examination on basic research in the field of the major, or an oral examination on the research.

3. Only candidates who have been recommended by their major department shall be encouraged and permitted to complete a thesis. Regulations for the thesis shall be as outlined in the Graduate Bulletin. The thesis shall carry four semester-hours of credit in addition to the credit for research courses noted in recommendations 1 and 2.

4. Each faculty member sponsoring a thesis shall be compensated at the rate of one-half semester hour of credit for each thesis. No faculty member shall be assigned as sponsor of more than four theses during a calendar year. A student needing additional time beyond a calendar year shall re-register in Graduate 500 without credit for two semester-hours for each additional semester needed to complete the thesis. Such registration shall carry no additional recorded credit beyond the four semester-hours allocated to Graduate 500. For purposes of extension of time, a summer session shall be counted for extra registration as an additional semester.

The report was sent on to the Administrative Council for further consideration. No final action has yet been taken on the contents of this report.

A Research Publication

At the Graduate Committee meeting on January 18, 1955, it was agreed that a committee should be formed to work out plans for a research publication to include abstracts of studies by students in research and thesis courses and some staff contributions. The committee held a series of meetings, drew up plans for publication, and carried out editorial work on students' abstracts. This committee is under the chairmanship of Dr. Lutz and it aims at a first issue during the fall semester of 1955. The plan now is to publish such a bulletin as materials are available and of suitable quality.

Other Items

1. Since the Graduate Committee has now approved the Industrial Arts program with its provision for many three semester-hour courses, it is probable that we shall have to reconsider semester hour credits for courses offered in other departments. Some questions have already arisen with regard to our required research courses. Should they carry two or three semester hours of credit with no additional time in formal classroom meetings? Should the instructor of such a course be allowed extra compensation over that now given for a two semester hour course? It is probable that the Administrative Council and the Graduate Committee will need to review our present regulations during the coming year.

2. Summer Session Courses for Teacher Certification. It was a wise move to insert in our summer session offerings for 1955 two of the courses required for certification for secondary school teachers, namely, Int. 300B

2. In addition, each department shall require either a written comprehensive examination which shall include examination on basic research in the field of the major, or an oral examination on the research.

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and 400A. This provides an opportunity for liberal arts graduates to take some of the necessary certification work in the summer and it relieves the pressure to put them into the graduate courses in Integration which should not be open to them for this purpose.

We should continue to limit candidates for teaching certificates to the regular undergraduate courses rather than to allow them to enter graduate courses to fulfill certification requirements.

Statistics (Materials will be found on pages 4, 5, and 6)

1. Degrees granted.

The past year showed an increase in the number of students receiving the Master of Arts Degree. Degrees granted in the past year were 130 against 98 for the preceding year.

2. There has been an increase in newly matriculated students over the preceding year, the figures being respectively, 156 and 149. All departments have shown a fairly regular growth during the past year. However, half of our new matriculants are in the two Integration majors. Our total of matriculated students has remained fairly constant, since we now have 571 while a year ago we reported 586.

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Graduate Division
Statistical Materials
Table I

A. Number of M.A. Degrees granted in 1955:

June - 86
August - 44 Total - 130

B. Newly matriculated students by department from September 1954 to August 1955:

Administration and Supervision	62	
Business Education	14	
English	21	
Mathematics	8	
Language	2	
Personnel and Guidance	18	
Science	14	
Social Studies	17	Total - 156

C. Students now matriculated by department:

Administration and Supervision	169	
Business Education	58	
English	94	
Language	6	
Mathematics	45	
Personnel and Guidance	80	
Science	50	
Social Studies	87	Total - 571

D. Number of candidates whose applications are pending, by department:

Administration and Supervision	51	
Business Education	10	
English	24	
Language	6	
Mathematics	7	
Personnel and Guidance	42	
Science	12	
Social Studies	28	Total - 180

E. Candidates removed from our lists during the year, for reasons given:

a. Inactive file	13
b. Withdrawn	26
c. Refused entrance	2
d. Deceased	1

Graduate Division
Statistical Materials
Table I

A. Number of M.A. Degrees granted in 1955:

June - 86
August - 44 Total - 130

B. Newly matriculated students by department from September 1954 to August 1955:

Administration and Supervision	62	
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Science	14	
Social Studies	17	Total - 156

C. Students now matriculated by department:

Administration and Supervision	169	
Business Education	58	
English	94	
Language	6	
Mathematics	45	
Personnel and Guidance	80	
Science	50	
Social Studies	47	Total - 571

D. Number of candidates whose applications are pending, by department:

Administration and Supervision	51	
Business Education	10	
English	24	
Language	6	
Mathematics	7	
Personnel and Guidance	42	
Science	12	
Social Studies	28	Total - 190

E. Candidates removed from our lists during the year, for reasons given:

a. Inactive file 13
b. Withdrawn 24
c. Refused entrance 2
d. Deceased 1

Graduate Division - Table II

Colleges from which graduate students now matriculated received their baccalaureate degree:

Alliance College, Cambridge Springs, Pa.	1
Bard College of Columbia University	1
Bates College	2
Bloomfield College	7
Bloomsburg State Teachers College, Pa.	1
Boston University	3
Bowling Green College, Ohio	1
Bradley University	1
Bucknell University	1
Catholic University	1
Chestnut Hill College, Pa.	1
Clarion State Teachers College, Pa.	1
College of Mount St, Vincent, New York	1
College of St. Elizabeth	1
Cornell University	2
Drew University	5
East Stroudsburg State Teachers College	4
Eastern Kentucky State Teachers College	1
Fairleigh Dickinson College	4
Florida Southern College	1
Fordham University	2
Franklin & Marshall College	1
George Washington University	1
Goucher College	1
Hampton Institute	2
Holy Cross College	1
Hood College	1
Howard University	1
Hunter College	1
Indiana State Teachers College	1
Keen Teachers College, Keen, N.H.	1
Keuka College	1
Lafayette College	1
Lebanon Valley College	1
Lehigh University	2
Limestone College	1
Manhatten College	1
Maryville College	1
Mt. Carmel College, Canada	1
Mt. Holyoke College	1
Muhlenberg College	4
New Jersey College for Women	5
New York University	13
Oberlin College	1
Ohio State University	1
Panzer College	12
Pennsylvania State College	2
Rider College	4
Rutgers University	24
St. Bonaventure College	1

Graduate Division - Table II

Colleges from which graduate students who matriculated received their baccalaureate degrees:

Alliance College, Cambridge Springs, Pa.	1
Bard College of Columbia University	1
Beloit College	2
Bloomfield College	1
Bloomsburg State Teachers College, Pa.	1
Boston University	3
Bowling Green College, Ohio	1
Brown University	1
Bucknell University	1
Catholic University	1
Chadron Hill College, Pa.	1
Clarion State Teachers College, Pa.	1
College of Mount St. Vincent, New York	1
College of St. Elizabeth	1
Cornell University	2
Drew University	5
East Stroudsburg State Teachers College	1
Eastern Kentucky State Teachers College	1
Fairleigh Dickinson College	1
Florida Southern College	1
Fordham University	2
Franklin & Marshall College	1
George Washington University	1
Goucher College	1
Hampton Institute	2
Holy Cross College	1
Hood College	1
Hunter University	1
Iowa College	1
Indiana State Teachers College	1
Iona Teachers College, Ione, N.Y.	1
Iowa College	1
Lafayette College	1
Lehigh Valley College	1
Lehigh University	2
Limestone College	1
Marietta College	1
Murryville College	1
Mt. Carmel College, Canada	1
Mt. Holyoke College	1
Muhlenberg College	1
New Jersey College for Women	5
New York University	13
Oberlin College	1
Ohio State University	1
Parsons College	12
Pennsylvania State College	1
Rider College	1
Rutgers University	21
St. Bonaventure College	1

Graduate Division - Table II Con't

St. John's University	2
Seton Hall University	8
Smith College	1
State Teachers College at Glassboro	3
State Teachers College at Jersey City	10
State Teachers College at Kutztown, Pa.	1
State Teachers College at Montclair	287
State Teachers College at Newark	11
State Teachers College at Paterson	58
State Teachers College at Trenton	9
State Teachers College at West Chester, Pa.	1
Southwest Texas State Teachers College	1
Swarthmore College	1
Syracuse University	1
Temple University	1
Tusculum College	3
Union College	1
University of Alabama	1
University of Illinois	2
University of Kentucky	1
University of Maryland	2
University of Miami	2
University of Michigan	1
University of Nebraska	1
University of North Carolina	1
University of Pennsylvania	1
University of Vermont	1
University of Wisconsin	1
Upsala College	15
Utah State Agriculture College	1
Valparaiso University, Indiana	1
Vassar College	1
Virginia State College . .Petersburg, Va.	1
Wabash College	1
Washington College, Chestertown, Md.	1
Washington University	1
Western Maryland College	1
Wheaton College	2
Wilkes College, Pa.	1
Yale University	1

St. John's University	4
Seton Hall University	6
Tuskegee Institute	1
State Teachers College at Glassboro	1
State Teachers College at Jersey City	10
State Teachers College at Montclair, N.	2
State Teachers College at Newark	287
State Teachers College at Trenton	11
State Teachers College at Paterson	10
State Teachers College at Trenton	8
State Teachers College at Fort Lewis, Wa.	2
Southwest Texas State Teachers College	1
Fredonia College	1
Syracuse University	1
Temple University	1
Tuskegee College	1
Union College	1
University of Alabama	1
University of Illinois	5
University of Kentucky	1
University of Maryland	4
University of Miami	2
University of Michigan	1
University of Nebraska	1
University of North Carolina	1
University of Pennsylvania	1
University of Vermont	1
University of Wisconsin	1
Upsala College	12
Utah State Agricultural College	1
Valparaiso University, Indiana	1
Vassar College	1
Virginia State College, Petersburg, Va.	1
Wabash College	1
Washington College, Chestertown, Md.	1
Washington University	1
Western Michigan College	1
Wheaton College	1
Wilson College, Pa.	1
Yale University	1

Recommendations

1. We are now expanding our graduate offerings and we should continue to grow in this way as our new departments are established.

2. In order to encourage liberal arts students to do certification courses at the undergraduate level such courses should be inserted in our summer session offerings as they were in the summer of 1955 and they should probably be offered in the part-time program during the year.

3. The Graduate Committee has unanimously recommended that courses for certification of elementary teachers should no longer be listed in our Graduate Bulletin.

4. The report of the Committee on Graduate Thesis and Research ought to be activated and implemented during the coming year.

5. We should probably do a rather thorough review of our graduate program in the light of standards now approved by the State Board of Education.

6. Since the Graduate Committee, some time ago, unanimously agreed that the maximum semester hour load for a fully employed teacher should be six semester hours, we should exercise every precaution to live within this regulation.

7. The departments of English, Social Studies, and Science still need to reconsider the numbering of courses in their graduate offerings.

8. The chairman of the graduate committee should have a credit of six semester hours on his teaching load to cover time spent on graduate work.

Respectfully submitted,

Otis C. Ingebritsen

Otis C. Ingebritsen, Chairman
Graduate Committee

Recommendations

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4. The report of the Committee on Graduate Thesis and Research ought to be activated and implemented during the coming year.

5. We should probably do a rather thorough review of our graduate program in the light of standards now approved by the State Board of Education.

6. Since the Graduate Committee, some time ago, unanimously agreed that the maximum semester hour load for a fully employed teacher should be six semester hours, we should exercise every precaution to live within this regulation.

7. The departments of English, Social Studies, and Science still need to reconsider the numbering of courses in their graduate offerings.

8. The chairman of the graduate committee should have a credit of six semester hours on his teaching load to cover time spent on graduate work.

Respectfully submitted,

Otis C. Ingebritsen

Otis C. Ingebritsen, Chairman
Graduate Committee

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Summer, Part-Time and Extension Division

Report to the President
Academic Year
1954-1955

The year just ending has been an excellent one for this Division, as the following figures indicate:

	Summer	Fall	Spring	Total
1954-1955	513	648	683	1844

This represents an increase over the previous year, which showed:

1953-1954	507	640	636	1783

Since the past five years had shown a constant increase during the academic year, but a constant falling off in the summer session, it is interesting to note that the summer of 1954 had a slight increase in its enrollment.

It is entirely possible, with the State Teachers College at Paterson now offering the Master's degree, that there may be a decrease in the enrollment at Montclair in the summer session of 1955 and also in the academic year that follows. However, if we can begin to offer the new graduate majors in music, in industrial arts and in home economics by the summer of 1956, I am confident that we shall again have an enrollment that compares favorably with the above figures.

The institution of the $2.00 late service charge this spring was accomplished without undue difficulty. While there was some discontent on the part of the habitually late student, those who registered late through no fault of their own seemed to expect that they would be asked to pay the additional amount.

The bulletin of the Summer Session arrived this spring a few weeks ealier than usual, and the earlier mailing thus made possible gave prospective students better opportunity for the careful reading of the bulletin and selection of their courses for the summer.

Detailed information regarding the summer session of 1954, the fall semester of 1954, and the spring semester of 1955 is given in the pages that follow.

Prepared by E.S.Favor
June 24, 1955

GRADUATE DIVISION
Part-Time and Extension Courses in
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF	Spring 1955	with	Spring 1954
INDIVIDUAL STUDENTS			
Number Individual Students Enrolled - - - - - - - - -	683		636
Number Enrolled in Fall Preceding - - - - - - - - - -	648		640
Gross Total for the Academic Year - - - - - - - - - -	1331		1276
Number who attended both semesters - - - - - - - - - -	430		554
Net total for the Academic Year - - - - - - - -	901		722
Analysis of the Individual Students			
Part-Time Students on campus (fewer than 12 s.h.) - -	590		547
Full-Time Students (12 or more s.h.) - - - - - - - - -	24		18
Total On-Campus Students in this Division	614		565
Extension Students (off-campus) - - - - - - - - - - -	69		71
Total Enrollment for the Semester	683		636
Veterans (taking work under the G.I. bill)- - - - - -	26		36
Non-Veterans -	657		600
Graduate Students - - - - - - - - - - - - - - - - - -	638		577
Montclair "Senior-Graduates" - - - - - - - - - - - -	7		8
Total taking work for Graduate credit	645		585
Undergraduate students enrolled in this Division - -	38		51
Total	683		636
COURSES GIVEN			
Part-Time courses (on campus) - - - - - - - - - - - -	33*		38
**Daytime courses - - - - - - - - - - - - - - - - - -	44		65
Extension (off campus) - - - - - - - - - - - - - - - -	3		4
REGISTRATIONS IN THESE COURSES			
In the Part-Time courses - - - - - - - - - - - - - - -	1061		957
In the Daytime courses - - - - - - - - - - - - - - - -	138		126
In the Extension courses - - - - - - - - - - - - - - -	77		99
Total registrations in all courses - - - - - -	1276		1182
Average number courses taken per student this semester	1.8		1.9
Average number registrations per Part-Time course - - -	28		25
SEMESTER-HOURS LOAD			
Total number S.H. taken by all students - - - - - -	2670		2432
Average number S.H. taken per student - - - - - - -	3.9		3.8
Weighted Score (Total S.H. divided by 16) - - - - - (Equivalent to a full-time college student)	167		152

*Four of these courses were so large that they were split into two sections, thus making 37 sections in all

**The regular undergraduate college courses, including Student Teaching and Practicum.

FINAL REPORT FOR THE SPRING SEMESTER 1955 OF
THE PART-TIME AND EXTENSION DIVISION

The Comparison page that precedes this report indicates a genuine increase in the on-campus enrollment this spring over the spring of 1954.

The number of off-campus students is almost the same as last year's. Since we permit only 6 s.h. of off-campus work to apply on the Master of Arts degree, it naturally follows that students matriculated at Montclair for the A.M. degree will come to the campus for their courses.

The number of G. I. bill Veterans growns smaller year by year, naturally, and soon there will be none. The so-called "Korean" veterans pay their own fees and are, therefore, included with other students who do so.

Last spring, three of the Integration courses were so large that they were split into two sections each. This spring, there were four of these large classes thus split into two sections, with Dean Huber retaining all of his 86 students in one section. I hope that we can continue to find it possible to cut large classes into smaller ones.

Last spring, we had a total of 328 men students and 308 women students. This spring, there are 362 men and 321 women.

Of the 14 students who enrolled for Supervised Student Teaching and Practicum, two withdrew on the advice of the supervisors from the College, thus avoiding failing the course. There seems to be no doubt that some students who graduate from liberal arts college overestimate their own ability to become teachers. Instead of making certain that they are well prepared, they take the minimum number of courses required and then rush into teaching. Under the new emergency certificate, they can omit the period of Supervised Teaching entirely. A few take more than the minimum, and these have no desire to omit the supervised work. Probably the factors of time and expense enter the picture, quite as much as self-confidence.

In the pages that follow, one should be able to obtain a clear picture of the situation this spring so far as stistics can reveal it.

- - - -

PART-TIME COURSES	TEACHER	STUDENTS ENROLLED
Graduate A500---Master's Thesis	Ingebritsen & Sponsors	2
Bus. Ed. A407B---Consumer Education II	Cheppard	20
Bus. Ed. A503---Adm. & Supv. Business Ed.	Froehlich	21
Bus. Ed. A517B---Adv. Business Law Cases II	Willing	13
English A439---Contemporary American Literature	Conrad	33
English A448---Choral Speaking	Kauffman	15
English A457---Workshop in Speech Activities	Ballare	14
English A506---John Milton	Hamilton	28
English A524---Five Great Books	Young	19
Geog. A414B---Adv. Economic Geography II	Milstead	22
Integ. A408---Audio-Visual Materials	Fentone	70
Integ. A440---Camping Education	Sharpe & Schmidt	13
Integ. A500E---Law and Finance	Morehead	43
Integ. A500E---Law and Finance	Hoffman	36
Integ. A500F---Community Relations	Huber	86
Integ. A503---Methods & Instruments of Research	Lutz	25
Integ. A504B--Seminar in Curriculum Organization	Salisbury	7
Integ. A505---Org. & Adm. Extra-Curricular Activ.	W. Scott Smith	50
Integ. A505---Org. & Adm. Extra-Curricular Activ.	Lynch	33
Integ. A508---Supv. Instruc'n Secondary School	Atkinson	46
Integ. A518---Supv. Instruc'n Elementary School	Phipps	59
Integ. A518---Supv. Instruc'n Elementary School	Stuckey	23
Integ. A520---Principles of Mental Hygiene	Tomedy	49
Integ. A521B--Pysch. Tests in Guidance	Ingebritsen	30
Integ. A532---Supv. & Teach.Read'g Elem. School	Olive Williams	41
Integ. A535---Vocational Guidance	Earl Davis	41
Integ. A535---Vocational Guidance	Booth	37
Integ. A603B--Prins. & Pracs. of Research II	Lutz	9
Math. A407---Advanced Calculus	Meserve	Discontinued
Math. A501C--Teach'g Adv. Secondary Sch. Math.	D. R. Davis	16
Math. A506---Current Research Secondary Math.	Humphreys	Discontinued
Math. A524---Statistical Inference & Sampling	Keys	10
Biol. A509---Field Studies Flowering Plants	Kuhnen	12
Sci. A410B--Jr. H.S. Science Demonstr'ns II	Placek	18
Soc.St. A444---Social Bases of Human Relations	Clayton	23
Soc.St. A450B--Modern Economic Probs. & Policies II	Beltchan	18
Soc.St. A457---Development of Russia	Cohen	14
Soc.St. A492B--Studies in American Life: The WEST	Rye	25
Soc.St. A518---Recent Trends in American History	Moffatt	36
Soc.St. A481---East Field Trip: The West Indies	Rye	5
Total registrations in all Part-Time Courses	--------	1061
Total registrations in daytime courses*	--------	138
TOTAL registrations on-campus	--------	1199

EXTENSION COURSES			
Health Ed. E407---Care & Preven'n Athletic Injuries	(Wayne)	Coder	19
Integ. E500B---Advanced Educational Psychology	(Midland Park)	Seidman	11
Music E428---Music of 12 Great Nations	(Paterson)	McEachern	47
Total registrations in off-campus courses			77

TOTAL REGISTRATIONS IN ALL COURSES THIS SEMESTER: 1276

*This refers to students enrolled in this Division but permitted to enter courses of the regular undergraduate school.

TABLE OF DATA FOR SPRING SEMESTER 1955

Roll Number	MEN Graduates	MEN Undergraduates	WOMEN Graduates	WOMEN Undergraduates	TOTALS
PART-TIME Students					
VETERANS					
7	24	0	2	0	26
Non-Veterans					
19	302	4	241	9	556
19B	1	0	0	0	1
20	0	0	5	0	5
21	0	1	0	1	2
Part-Time TOTALS	327	5	248	10	590
Full-Time Students	15	1	5	3	24
ON-CAMPUS TOTALS	342	6	253	13	614
OFF-CAMPUS Roll Numbers					
16	11	1	0	0	12
17	0	0	5	5	10
18	2	0	25	20	47
Off-Campus TOTALS	13	1	30	25	69
Adding the On-Campus Students	342	6	253	13	614
GRAND TOTALS	355	7	283	38	683

In reading the above data, it must be kept in mind that no student is ever counted twice. Also, if a student is taking work both on and off the campus, he is considered to be an on-campus student. Thus the number of students in an off-campus (extension) course is often greater than the number shown on the Roll for the course above. The actual number enrolled in the course appears on another Table of Data.

Total number of students enrolled in the fall semester of 1954	648
Total number of students enrolled in the spring semester of 1955	683
Gross total of the yerar 1954-1955	1331
Number of students who attended both semesters - - - - - - - - -	430
NET TOTAL for the Academic Year Part-Time Division	901

SEMESTER-HOURS LOAD

Number of Students Spring 1954		Number of Students Spring 1955	No. of S.H. Taken	1955 Total S.H. Taken
277		293	2	586
1		1	3	3
221		228	4	912
0		0	5	
106	Compare with ----------	123	6	7
0		0	7	
9		10	8	80
1		0	9	
3		5	10	50
0		0	11	
7	Compare with ----------	13	12	156
5		2	13	26
1		4	14	56
1		1	15	15
3		3	16	48
0		0	17	0
1		0	18	0
636		683		2670

Average semester-hour load per student in the spring semester 1955: 3.9

Weighted score (2670 divided by 16) 167; that is to say the equivalent of 167 full-time college students took courses in the Part-Time and Extension Division this spring.

Prepared May 16, 1955 by
Elizabeth S. Favor
Assistant in Graduate Personnel

GRADUATE DIVISION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF - - - -	Fall 1954	with	Fall 1953
INDIVIDUAL STUDENTS			
Number Individual Students Enrolled	648		640
On Campus Students:			
Part-Time Students (Fewer than 12 s.h.) - - - - - - - -	567		523
Full-Time Students (12 or more s.h.) - - - - - - - -	31		25
Total on-campus students	598		548
Extension students (exclusively off-campus) - - - - - -	50		92
	648		640
Veterans (taking work under G.I. Bill) - - - - - - - - - -	34		36
Non-Veterans -	614		604
Graduate Students enrolled - - - - - - - - - - - - - - - -	611		588
Senior-Graduates -	1		2
Total taking work for Graduate Credit - - - - - - - - - -	612		590
Undergraduate students enrolled - - - - - - - - - - - - -	36		50
	648		640
COURSES GIVEN			
Part-Time (on campus and field trip) - - - - - - - - - -	38		36
*Daytime -	71		53
Extension (off-campus) - - - - - - - - - - - - - - - - - -	3		4
*The regular undergraduate college courses, including supervised student teaching			
REGISTRATIONS IN THESE COURSES			
In the Part-Time courses - - - - - - - - - - - - - - -	1070		968
In the Daytime courses - - - - - - - - - - - - - - - -	153		117
In the Extension courses - - - - - - - - - - - - - - -	66		124
Total of all Registrations - - - - - - - - -	1289		1209
Average number courses taken per student - - - - - - -	1.98		1.89
Average number registrations per course (Part-Time) -	28.1		26.8
SEMESTER-HOURS LOAD			
Total number semester-hours taken by all students	2685		2569
Average number Semester-hours taken per student	4.1		4
WEIGHTED SCORE			
Equivalent number of full-time students enrolled	167		160

Details and comments are given on the following pages of the Final Report for the Fall Semester of 1954.

Elizabeth S. Favor
January 15, 1955

NUMBER OF INDIVIDUAL STUDENTS ENROLLED THIS FALL IN ALL COURSES - - - - - - 648

It is gratifying to note that there was not only a slight increase in the total number of students enrolled, but a much larger increase in the number of on-campus students. Only three courses, rather than four, were offered off-campus, which naturally caused a drop in the total number of off-campus students.

Students who attend full time (12 or more semester-hours) increased from 25 last fall to 31 this fall. Twenty-two were graduate students, most of whom were taking courses toward the teaching certificate. Of the nine undergraduates, two were the assistant nurses connected with the College, and four were the students from abroad. We had one student from the senior class who was taking work by special permission on the graduate level: Joseph Newbold.

The four students from abroad were:

Elsie Johanne Gresch, Kuopio, Maljalahdenk 15, Finland. Miss Gresch was born in the United States and is still an American citizen. She was home on a visit and wanted to take some work in an American college. She left again for Finland in time for Christmas there.

Heide Hoscheck-Mahlheim, Kremngasse 28, Graz, Austria
Odette Fogues, Labroquere Par Barbazan Mante, Garonne, France
Ivacour Ladera, 105 Quezon Ave., Lucena, Quezon, Philippines

The three named last expect to remain for the spring semester also.

Fifty-one students, many of them those taking full-time work, entered daytime courses of the college. 153 registrations in 71 courses. Each of these registrations requires a special class admission card made up on the IBM machine. We ask these 51 students to obtain their permissions well in advance of the registration day, in order that these cards may be ready for them when they come to enroll. Unfortunately, in many cases this request is disregarded, with consequent confusion in line on registration day, since the student has to go back to the Dean and to Mrs. Trepan at that time.

Of the 598 students who enrolled for on-campus courses, 18% enrolled late. (This does not include the registrations for the field trip course, for which enrollment is made through Mr. Spele's office.) Consequently, I have been informed by Dr. Partridge that he has decided to ask Mr. Siegel to require a late registration fee of $2.00 from the late students, beginning with the spring registration. Dr. Huber is sending notice to the teachers of the fall courses, so that the fall students will be warned to register on time, for their spring work. Printed notice of the late fee will appear in the summer session bulletin and in the announcements that follow it.

It had been expected that there would be several courses given in Bergen County, sponsored by this College. However, although Mr. Conrad, Dr. Hilstead, and Mr. Reed journeyed respectively to Ridgewood, Teaneck, and Glen Rock, too few students appeared and the courses were dropped.

The off-campus courses that filled and were given were as follows:

Integ. E420---The Community Centered School, Part I
Paterson DSHS - Dr. Covello
English E466---Speech Development
M. Taylor School - Miss Kauffman
Integ. E430---Techniques for Improving Reading Abilities
Paterson DSHS - Mr. Palomer

While no Extension courses have been announced as yet for the spring semester it is expected that Dr. Rovelle's course will be continued (E420B) and that one or two additional courses will be offered.

Mr. Bye's field trip this Christmas was to the Gulf Coast and Lower Mississippi Valley, with Christmas Day spent in New Orleans. Eighteen students took the course for credit.

The total number of students taking work for graduate credit continues to increase and the number taking work as undergraduates continues to decrease.

Likewise, the number of students still taking work under the G.I. bill is naturally lower.

STATISTICAL STUDY

Preceding this report is a summary of the data. Those which follow constitute an elaboration for purposes of comparison.

Total Men Students enrolled: 327 Women: 321 Total: 648

Comparison of Veterans and Non-Veterans

Men	32	295	
Women	2	319	
Total Veterans	34	614	Total Non-Veterans

Comparison of Men Graduates with Women Graduates

322	289

Comparison of Men Undergraduates with Women Undergraduates

5	32

One of the men undergraduates was taking courses for graduate credit. Thus, only four men were taking work on the undergraduate level.

Comparison of Extension with Part-Time Students (off-campus with on-campus)

3	Men	324
47	Women	274
50	Totals	598

This ratio continues about the same each fall, with fewer men taking work off campus than do women, and more men taking work on campus than do women.

REGISTRATIONS

I am continuing the custom, begun by request a year ago, of showing the registrations by classes in detail. I do not include the daytime classes, as often only one student enrolls in a class and there are 71 daytime classes into which they went this fall. Again I mention the necessity to distinguish between individual students enrolled and registrations in each course.

Registrations in the Off-Campus Courses

The Community Centered School, Part I	- - - 19
Speech Development	- - - 17
Techniques for Improving Reading Abilities	- 30

Registrations in the On-campus courses:

Bus.Ed.	A502---Prins. & Probs. of Bus. Ed.	Mr. Sheppard	28
Bus.Ed.	A512---Tax Accounting	Dr. Froehlich	14
Bus.Ed.	A517A--Adv. Business Law Cases, Part I	Dr. Willing	14
English	A413---Modern Poetry	Dr. Fulcomer	18
English	A428---Film and Society	Miss Fantone	17
English	A431A--Shakespeare I: Tragedies	Dr. Pohn	9
English	A446---The One-Act Play	Mr. Fox	13
English	A454---Training the Speaking Voice	Miss Kauffman	22
English	A5[illegible]---English Lit. of Social Problems	Mr. Pettegrove	20
English	A530---Dante and His Influence in Eng.& Amer.	Dr. Krauss	13
Geog.	A414A--Advanced Economic Geography, Part I	Dr. Gilstead	17
Integ.	A407A--Television in Education Workshop	Mr. Sheft	18
Integ.	A500A--Basic Educational Trends	Dr. Fraser	79
Integ.	A500B--Advanced Educational Psychology	Dr. Tomedy	54
Integ.	A500D--Sch.Adm: Functions & Organization	Mr. Morehead	72
Integ.	A502---Org. & Adm. of the Modern High School	Dr. Atkinson	38
Integ.	A503---Methods & Instruments of Research	Dr. Lutz	31
Integ.	A504A--Curr. Constn in Secondary Schools	Dr. W. S. Smith	47
Integ.	A517---Adm. of the Elementary School	Dr. Phipps	36
Integ.	A521A--Ed. and Psych. Measurement in Guidance	Dr. Ingebritsen	57
Integ.	A536---Educational Guidance	Dr. Earl Davis	71
Integ.	A533---Group Guidance	Mr. Polglaze	77
Integ.	A548---Curr. Constn in Elementary Schools	Dr. Doll	28
Integ.	A551---Prins & Techs. of Guidance	Dr. Gelfond	66
Math.	A400---Educational Statistics	Mr. Humphreys	7
Math.	A410---Mathematics of Finance	Dr. Reserve	7
Math.	A510C--M. Applied to Geog.Astr. & Navig	Mr. Kays	11
Math.	A515---Differential Equations	Dr. D. F. Davis	13
Music	A416---Music in Modern Society	Dr. McMechem	13
Biology	A412---Genetics: Mendel to Lysenko	Mrs. Ramsden	10
Chem.	A509---Adv. Inorganic Chemistry	Dr. McLachlan	9
Science	A410A--Jr. H.S. Science Demonstrations I	Mr. Pincox	13
Soc.St.	A419---American Political Biography	Dr. Moffatt	34
Soc.St.	A437---Political Party System in the U. S.	Dr. Clayton	11
Soc.St.	A447---Diplomatic History of the United States	Mr. Kops	10
Soc.St.	A450A--Modern Economic Problems, Part I	Dr. Heilshan	23
Soc.St.	A492A--Studies in American Life: The WEST	Mr. Rye	29
Soc.St.	A484---Gulf Coast & Lower Mississippi Valley	Mr. Rye	18
Graduate	A500--The Master's Thesis	Dr. Ingebritsen	2
Integ.	A529--Field Work in Guidance	Dr. Atkinson	1
		Total - -	1070

SEMESTER-HOURS TAKEN

On the following page, follow the table of semester-hours taken by the 648 students this fall. Students who take 12 or more semester-hours are called "full-time" students, although the full-time program is really 16 semester-hours and the total is divided by this number to find the "weighted score" for the semester.

	Number Students	Taking S.H.	Total Semester-Hours Taken
	247	2	494
	2	3	6
	243	4	972
	1	5	5
	110	6	660
	2	7	14
	7	8	56
	4	9	36
	1	10	10
	0	11	0
	9	12	108
These are the "Full-Time" Students	5	13	65
	3	14	42
	10	15	150
	1	16	16
	3	17	51
	648		2685

Dividing 2685 by 648 gives 4.1 as the average number of semester-hours taken per student this fall.

Dividing 2685 by 16, the usual load of a full-time student, gives 167 full-time students for the semester. This is called the "Weighted Score."

SPECIAL DATA

It may be of interest to note that there were 7 Graduate Students who enrolled for "Supervised Student Teaching and Practicum in Secondary Education" this fall. In addition, there were two very special students accepted for brief periods of supervised teaching, they having previously completed in other places fewer than the required number for the New Jersey Certificate. These two students were:

Marjorie S. Taplan - for 83 Clock Hours work
Drein, Ruth B. - for 59 Clock Hours work

Neither of these students was required by the College to take the Practicum course at the close of the practice teaching period.

It is expected that 12 or 14 graduate students will be enrolled for Supervised Student Teaching and Practicum in the spring semester that follows.

COMMENT

On the whole, this fall compares very favorably with previous fall semesters. With the introduction of additional majors on the Graduate level, there should be continued healthy progress in this Division of the College.

- - - - - - -

Elizabeth S. Favor
January 15, 1955

1954 SUMMER SESSION REPORT
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF

	Summer 1954	with	Summer 1953
INDIVIDUAL STUDENTS			
Total Number Individual Students Enrolled - - - - - -	619		627
ON MONTCLAIR COLLEGE ROLLS - - - - - - - - - - - - - -	513		507
On the School of Conservation Rolls - - - - - - - - -	106		120
Study of the Students on MONTCLAIR COLLEGE ROLLS:			
Veterans (Taking work under the G.I. bill) - - - - -	21		28
Non-Veterans -	492		479
Totals	513		507
GRADUATE Students enrolled - - - - - - - - - - - - - -	412		399
Undergraduates enrolled - - - - - - - - - - - - - - -	101		108
NUMBER OF COURSES GIVEN			
On the MONTCLAIR COLLEGE campus - - - - - - - - - - - -	69		67
At the State School of Conservation - - - - - - - - - -	10		12
Total number courses given - - - - - - - - - -	79		79
Average number courses taken by each student at MONTCLAIR	2.4		2.1
REGISTRATIONS IN THE COURSES			
At MONTCLAIR			
In the regular summer session courses - - - - - - - -	1135		891
In the courses of the two-weeks China Institute - -	37		74
In the courses of the two-weeks U. N. Institute - -	39		67
In the Field Studies courses - - - - - - - - - - - -	40		45
In the post-summer session course in Driver Ed. - -	18		17
Total registrations in courses at MONTCLAIR - - - - -	1269		1094
In courses at the State School of Conservation	128		134
TOTAL OF ALL REGISTRATIONS * * * ----------	1397		1228
Average No. registrations in each course at MONTCLAIR	18.3		16.3
SEMESTER-HOURS LOAD AT MONTCLAIR			
Total S.H. Load of all students enrolled - - - - - - - -	2697		2477
Average number S.H. Load per student - - - - - - - - - -	5.2		4.88
WEIGHTED SCORE OF STUDENTS AT MONTCLAIR - - - - - - - - - -	167		155

Comment and further data are given on the pages that follow.

E.S.Favor October 1, 1954

SPECIAL COMMENT

The total enrollment for the Summer Session of 1954 on the Montclair campus was slightly higher (by six students) than in 1953. This was in spite of the decided decline in the attendance at the China Institute, which dropped from 74 to 37, and a similar decline in the enrollment at the United Nations Institute, which dropped from 67 to 39. Also, enrollment in the Field Studies courses dropped from 45 to 40.

On the other hand, the average number of coures taken per student rose from 2.1 to 2.4; the average number of semester-hours load per student rose from 4.88 to 5.2; the average number of registrations per course rose from 16.3 to 18.3; and the total enrollment, as already noted, rose from 507 to 513.

The total number of men in attendance on the Montclair campus rose from 174 to 205. This was a reversal of the tendency noted over the previous four summers, during which the total number of men fell off with each succeeding year. The new regulation that requires the matriculated student to attend full time, either for one summer session or for one academic semester, may well have been the cause of the increased attendance by the men students.

In previous summers, the number of women in the summer session had remained fairly constant, but this summer the number dropped from 333 to 308. This is a reflection of the fall in attendance at the Institute courses, which are usually attended almost exclusively by women students.

It would seem evident that we must offer some new courses to bring back the students who have taken the Institute courses in the past. I would like to see these new offerings of such a nature as to attract men students as well as women. I wish that we might accept Dr. Morrison's suggestion and offer more courses in Science, for example.

Again, I should like to mention the fact that we should offer Integration 300B in order to take care of the students who come to us for Certification for the Secondary Certificate.

This summer, an effort was made to prepare a few teachers to undertake the teaching of French or of Spanish in the elementary grades, when children learn to speak a language correctly with more ease than when they are older. 16 students attended these courses.

As the State School of Conservation is now being run as a completely separate unit, this is the last time that its figures will be included in our summer session data. Mr. Ambry made his own report to Dr. Morrison's office this summer, instead of its being included in my report as in former years.

The preceding page shows the summaries of the figures for 1953 and 1954 for comparison purposes. Following are analyses of the figures for the 1954 Summer Session only:

E.S.Favor Oct. 1, 1954

ANALYSIS OF THE INDIVIDUAL STUDENTS

	Men	Women	Total
On the Montclair Rolls- - - - - - - - -	205	308	513
On the School of Conservation Rolls- -	24	82	106
Totals - - - -	229	390	619

Analysis of the figures on the Montclair Rolls

Veterans taking work under the G.I. Bill

Men Graduates - - - - - - -	16	Men Undergraduates- - - - -	1
Women Graduates - - - - - -	4	Women Undergraduates - - -	0
Total VETERAN Graduates	20	Total Veteran Undergrads -	1

Total taking Work under the G.I. Bill ------- 21

Others in Attendance, including Korean War Veterans (of whom there were 30)

Men Graduates - - - - - - -	156	Men Undergraduates - - - -	32
Women Graduates - - - - - -	236	Women Undergraduates	68
	392		100
Total of ALL GRADUATES	412	Total UNDERGRADUATES	101

68 of the Undergraduates were Montclair S.T.C. students; one of whom took work for Graduate credit, the others for undergraduate credit.

17 of the students on the campus this summer came from outside the State:

1 from the Phillipines
2 from Hawaii
4 from Maryland
1 from Maine
2 from Michigan
2 from Florida
1 from South Dakota
3 from New York
1 from Virginia

SEMESTER-HOUR LOADS OF STUDENTS ON THE MONTCLAIR ROLLS

Number Students Taking- - - - - -	S.H.	Total Semester-Hours
4	1	4
59	2	118
78	3	234
68	4	272
4	5	20
177	6	1062
1	7	7
120	8	960
0	9	0
2	10*	20
513	------- Totals --	2697

Dividing this total of 2697 s.h. by the number of students enrolled, 513, gives an average number of 5.2 s.h. taken per student this summer.

Dividing this total of 2697 semester-hours by 16 (the usual load of a full-time student in the academic year) gives a weighted score of 167 students.

I have placed an * following the figure 10 to draw attention to the fact that while 8 s.h. is the total load permitted for the six weeks summer session, it is possible to earn more by taking the Driver Education course or a Field Studies course that follows the summer session.

Analysis of the COURSES GIVEN AT MONTCLAIR THIS SUMMER

Number courses offered---	76
Courses Discontinued-----	7
Number courses given-----	69

Number Class Sections with enrollments between	1 - 9 ----	17
	10 - 19 ---	32
	20 - 29 ---	13
	30 - 39 ---	6
	40 - 49 ---	4
Total number Class Sections - - - - - -		72

REGISTRATIONS in these courses by Departments

Subject Taught	No. of Different courses taught	GROSS Student Enrollments
Accounting and Business	4	46
Art	1	8
English & Other Language Arts	9	99
Foreign Languages	2	16
Health & Physical Education	1	14
Mathematics	5	85
Psychology and Education	25	706
Science: Biology		
Science: Chemistry		
Science: General		
Science: Physics	3	23
Social Studies: Economics, Sociology, and Political Science	7	93
Social Studies: Geography	2	30
Social Studies: History	1	15
United Nations Institute	2	39
China Institute	3	37
Field Studies	3	40
Driver Education	1	18
TOTALS	69	1269

Dividing this total 1269 of Registrations by the number of courses given, 69, gives the average number of registrations in each COURSE as 18.3; dividing by the number of class sections, 72, gives an average of 17.6.

Respectfully submitted,

Elizabeth S. Favor
Assistant in Graduate Personnel

October 1, 1954

New Jersey State Teachers College at Montclair

College High School

Report to the President

Academic Year
1954 - 1955

I. New Developments

A. Three different types of reports of pupil progress were developed for use in the High School. Carbon copies of issued reports have become a part of high school pupils' cummulative records and are thereby available for scrutiny and study by college students.

B. The cummulative folders for high school pupils were revised. These records are now of real value to college students who are assigned to study them.

C. Guidance services and facilities in the high school were studied by college students in conjunction with certain Integration courses.

D. The organization of the integrated program in English and Social studies in grade seven was completed. It provides College students with a "core" type of observation experience.

E. Many high school assemblies grew out of classroom or student council activities. Consequently, assembly programs now contribute effectively to the total program of laboratory experiences available to college students.

II. Special Accomplishments

A. During the first semester of the year a full-time graduate student in Personnel and Guidance was provided with eight hours of laboratory experience per week.

B. A full-time graduate student in Personnel and Guidance studied, as a basis for a master's degree theses, the reactions of College High School graduates to the Demonstration school program.

C. Plans were laid for a complete study of the English offerings in the High School.

D. Seating provision for observers was markedly improved by the addition of armchairs for all college observers.

E. The gradual improvement of the physical facilities of the school is making it a safer, more attractive, and more serviceable demonstration school. The following improvements were made during the year.

New Jersey State Teachers College at Montclair

College High School

Report to the President

Academic Year
1954 - 1955

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E. The gradual improvement of the physical facilities of the school is making it a safer, more attractive, and more serviceable demonstration school. The following improvements were made during the year.

Report to the President continued

1. Armchairs were provided for all observers.
2. New lights were installed in gymnasium.
3. Storage closet was built in rear of large office closet.
4. New file and bookcase were added to office equipment.
5. Rooms 3, 4, 5, 8, 14, library, auditorium, and home economics laboratory were repainted.
6. Walls in corridors were repainted.

III. Statistical Data.

Enrollment

	7th	8th	9th	10th	11th	12th	
Boys	14	15	16	15	16	13	89
Girls	15	15	13	15	14	17	89
Total	29	30	29	30	30	30	178

Number of teachers devoting full time to College High School 3
Number of teachers deveting part time to College High School 34

Number of graduates June 1955 30

IV. Recommendations

A. The college administration and the heads of the departments should continue to study the performance of demonstration school teachers. Whenever it appears advisable staff changes should be made.

B. The college administration should make an effort to assign teachers to the demonstration school for larger blocks of time. Such an assignment of faculty members would make it possible to organize a more typical over-all program within the school and thereby improve observational opportunities.

C. The physical facilities at College High School should continue to be improved so that this building will compare favorably with the new buildings on campus.

Respectfully submitted,

Keith W. Atkinson

Keith W. Atkinson
Director, College High School

KWA:EHP

1. Lavatories were provided for all classrooms.
2. Gas lights were installed in gymnasium.
3. Storage closet was built in rear of large office closet.
4. New file and bookcase were added to office equipment.
5. Rooms 7, 11, 5, 6, 12, 13, (library), auditorium, and home economics laboratory were renovated.
6. Walls in corridors were repainted.

III. Statistical Data.

Enrollment

	7th	8th	9th	10th	11th	12th	
Boys	14	15	16	15	10	13	83
Girls	15	16	13	15	14	17	90
Total	29	30	29	30	30	30	173

Number of teachers devoting full time to Colfax High School 3
Number of teachers devoting part time to Colfax High School 14

Number of graduates June 1935 30

IV. Recommendations

A. The college administration and the board of the Jeffersonville should continue to study the performance of graduates in college. Wherever it appears advisable study should be made.

B. The college administration should make an effort to assign teachers to the communication school for larger blocks of time. Such an assignment of faculty members would make it possible to organize a more typical year-all program within the school and thereby improve observational opportunities.

C. The physical facilities at Colfax High School should continue to be improved as the new high building will compare favorably with the new buildings on campus.

Respectfully submitted,

Ralph V. Atkinson
Director, Colfax High School

RVA:EMP

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

THE LIBRARY

REPORT TO THE PRESIDENT
Academic Year
1954 - 1955

I. TRENDS AND DEVELOPMENTS

A. STAFF

Mrs. Dorothy Sked, succeeding Mrs. Mollie Winchester as College High School Librarian, is the only new staff member this year. She seems to be adjusting to her new situation satisfactorily. She has organized a Library Council, an account of which is given in her report.

As the State had refused to authorize a request for a clerk-typist, it was again necessary to depend upon a part-time typist for the catalog typing. The legislature has included a new position, that of clerk-typist, in the budget for the new fiscal year, so there will be another staff member next year.

B. INSTRUCTION

Miss Cridlebaugh and Miss Merlehan again gave diagnostic library tests to all Freshmen, taking time from the Civilization and Citizenship classes. Two periods were used, one to give the test, one to go over the tests with the students. Mr. Kops in his sections of Civilization and Citizenship gave assignments which involved definite skills in using the library.

Again Miss Merlehan worked with the Sophomore Composition Classes when the class began to work on a research paper.

Miss Cridlebaugh talked to senior classes in their major fields showing them reference and teaching materials available in their majors.

Mrs. Brainard spoke to Mrs. Meiers' junior class in Literature for Adolescence on the principles of setting up good bulletin boards to be used as a teaching aid and a stimulus for reading.

C. BUILDING AND EQUIPMENT

A new sectional loan desk has been ordered and should be installed when school opens. This should facilitate the work at the loan desk and make it easier to keep more "closed reserves" in better order.

THE ALBERT EDWIN TRACTOR COLLEGE OF AGRICULTURE

DR. LEGRAND

REPORT ON THE ACTIVITIES
Academic Year
1955 - 1956

I. TEACHERS AND DEPARTMENTS

A. STAFF

Mrs. Dorothy Shaw, accounting mrs. Sallie Kimmerman to College High School Instructor, is the only new staff member this year. She seems to be adjusting to her new situation satisfactorily. She has organized a Library Council, an account of which is given in her report.

As the Board has refused to authorize a request for a clerk-typist, it was again necessary to depend upon a work-study aspect for the cataloging typing. The Librarians has included a new salary, that of clerk-typist, in the budget for the new fiscal year, so there will be another staff member next year.

B. INSTRUCTION

Miss Grace Hutchison and Mrs Barbara Klein gave elementary library lessons to all freshmen, taking them from the Civilization and Citizenship classes. The methods were good, and to give the best, one to be sure the teacher with the students. Mr. Ross in his workshop of Civilization and Citizenship gave assignments which involved useful skills in using the library.

Again Miss Hutchison worked with the Composition Composition classes when the class began to work on a research paper.

The Bibliography talked to senior classes in their major fields showing them reference and resources in service available in their subjects.

Mrs. Kimmerer spoke to Mrs. Baker's junior class in Literature for difficulties in the principles of writing on good children's books to be used as a teaching aid and a selection for reading.

C. BUILDING AND EQUIPMENT

A new electrical line has been installed and should be installed also school-wide. This also is facilitates the work in the loan desk and makes it easier to keep more "closed reserve" in better order.

II. STAFF ACTIVITIES

For the fifth consecutive year the librarian served as a member of the Evaluation Committee of the Middle States Association of Colleges and Secondary Schools, going to Thiel College in Greenville, Pa.

Miss Merlehan was elected Secretary of the Faculty Association. She also was chairman of the Membership Committee of the College Section of the New Jersey Library Association.

Mrs. Baylor, circulation librarian, matriculated for her Masters Degree at Rutgers University School of Library Service. At the end of the semester she had 15 points towards her degree. She has asked for a leave of absence for the summer so she may satisfy the college residence requirements.

Miss Merlehan and Mrs. Brainard attended the spring meeting of the New Jersey Library Association.

III. STATISTICAL STUDIES

A. BUDGET

As in the past year the library budget was $6,800, which the librarian tentatively allocated as follows:

Books	$4,000
Periodicals	1,500
Binding	500
Supplies	500
H. S. Library	300

B. EXPENDITURES

	1953-54	1954-55
Books	$4,930.38 *	4,689.33 *
Periodicals	1,460.66	1,474.84
Binding	458.98	547.55
Supplies	692.85	441.39
Total	$7,542.87	$7,353.81

*Includes College High School

C. Money was turned in to the State Treasury from fines and "lost books paid for" as follows:

1952/53	547.73
1953/54	341.50
1954/55	509.79

This money or its equivalent is reallocated to the library by the Business Office and is spent by the librarian for books, etc.

II. STAFF ACTIVITIES

For the fifth consecutive year the librarian served as a member of the Evaluation Committee of the Middle States Association of Colleges and Secondary Schools, going to Tidal College in Greenville, Pa.

Miss Merriam was elected Secretary of the Faculty Association. She also was chairman of the Membership Committee of the College Section of the New Jersey Library Association.

Mrs. Taylor, circulation librarian, matriculated for her Masters Degree at Rutgers University School of Library Service. At the end of the semester she had 15 points towards her degree. She has asked for a leave of absence for one semester to be her satisfy the college residence requirement.

Miss Merriam and Mrs. Brainard attended the spring meeting of the New Jersey Library Association.

III. STATISTICAL SUMMARY

A. BUDGET

As in the past year the library budget was $6,000, which the librarian tentatively allocated as follows:

Books	$4,000
Periodicals	1,300
Binding	300
Supplies	300
N. S. Library	300

B. EXPENDITURES

	1952-53	1953-54
Books	$4,[illegible].35 *	$4,[illegible].32 *
Periodicals	1,[illegible].66	1,[illegible].44
Binding	[illegible].98	547.55
Supplies	[illegible].85	444.39
Total	$7,[illegible].[illegible]	$7,[illegible].[illegible]

*Includes College High School

C. Money was turned in to the State Treasury from fines and "lost books paid for" as follows:

1952-53	527.73
1953-54	344.50
1954-55	509.79

This money or its equivalent is replaced by the library by the Bursars Office and is spent by the librarian for books, etc.

D. ACCESSIONS AND WITHDRAWALS

	Main	Textbook Exhibit	Total Main	High School	Total
In Library Jl. 1, 1954	60,836	5,377	66,213	3,800	70,013
Purchased	1,337		1,337	297	1,634
Gifts	997	179	1,176	47	1,223
Total added	2,334	179	2,513	349	2,857
Withdrawals	1,171	160	1,231	20	1,251
In Library Jl. 1, 1955	61,999	5,396	67,395	4,126	71,519

E. CIRCULATION STATISTICS

	1953-54	1954-55
Total Circulation	39,863	42,393
Average Enrollment	878	960
Average per capita circulation	45.4	44.2

IV. RECOMMENDATIONS

A. SPACE AND EQUIPMENT

As the student body increases, the library needs additional seating space as well as book space. Many times students come in to look around, find no space to study and walk out. Such constant movement adds to the confusion in the library reading room.

If some additional furniture were bought and rearrangments were made, it might be possible to add a little to the book space. Little can be done to add seating space without additional rooms. The library is much below the recommended standard in its seating space for students, which Lyle[1] says should be a minimum of 30 per cent of the student body. Our library seats 175, (counting six at tables where four should be seated). This makes Montclair's seating capacity approximately 17 per cent of the student body.

Book space is also inadequate at the college. If the budget were what it should be it would be very difficult to find space for the new books. With no adequate place for storage, it is almost impossible to remove from open shelves, books which are seldom used yet important to own. As can be seen in the statistical studies, the library withdrew almost as many books as it added (see Part III, page___). The withdrawal and discarding of books is a time-consuming task.

B. BUDGET

It is recommended that the budget be increased, as with additional student enrollment, three new major curricula, and the increased cost of books and periodicals the present allotment is definitely inadequate.

[1]Lyle, G.R. The administration of the College Library, p.551

E. ACQUISITIONS AND WITHDRAWALS

	Main	Textbook Institute	Total Main	Elem. School	Total
In library					
Jan. 1, 1958	60,836	5,377	66,213	3,500	70,213
Purchased	1,137		1,137	217	1,354
Gifts	197	172	1,176	17	1,193
Total added	2,334	172	2,313	349	2,547
Withdrawals	1,171	160	1,231	20	1,251
In library Dec. 1, 1958	61,999	5,389	67,295	4,126	71,519

F. CIRCULATION STATISTICS

	1957-58	1958-59
Total Circulation	39,968	42,312
Average Enrollment	878	900
Average per capita circulation	45.4	47.0

IV. RECOMMENDATIONS

A. SPACE AND SUPERVISORY

As the student body increases, the library needs seating and reading space as well as book space. Many times students need to go look around, find no space to study and walk out. Such conditions encourage exits to the corridors or the library reading room.

If more additional furniture were bought and rearrangements were made, it might be possible to add a little to the book space. Little can be done to add seating space with the existing equipment. The library is much also the recommended standard in the seating space for students, which [illegible] should be a minimum of 15 per cent of the student body. Our library seats 115, (seating are at tables where four should be seated). This makes approximately seating capacity approximately 17 per cent of the student body.

Book space is also inadequate at the college. If the budget were what it should be it would be very difficult to find space for the new books. With no adequate plans for growth, it is almost impossible to remove from open shelves, books which are seldom used yet important to one. As one is seen in the statistical section, the library withdrew almost as many books as it added (see table III, page ___). The withdrawal and discarding of books is a time-consuming task.

B. BUDGET

It is recommended that the budget be increased, as with additional student enrollment, there has been no major curtailment, and the increased cost of books and periodicals the present allowance is definitely inadequate.

[1]Lyle, O.E. The administration of the College Library, p.[illegible]

The ratio of library expenditures to the total expenditures of the college is 3.49 per cent, while the minimum recommended by the American Association of Teachers Colleges is seven per cent.

The recommended minimum book budget for a student body the size of Montclair's is $12,500.

C. STAFF SALARIES

The Librarian at Montclair is an assistant professor. In the other State Teachers Colleges, two of the librarians are full professors, three are associate professors. It is recommended that consideration be given to promotion of the Librarian to associate professor and that Miss Merlehan be promoted to assistant professor.

D. LIBRARY INSTRUCTION

It is important that the prospective teacher be aware of the value of the library's resources, and be able to use them easily. It is recommended that more time - eight to ten hours a term - be allotted for library instruction of all freshmen, and that this be dignified by being part of a course, with credit given.

It is also recommended that an additional hour be assigned to the Library in the senior methods classes, so that Mrs. Brainard may talk to them about the making of effective bulletin boards. This cannot be done in the present allotment of time.

E. LIBRARIAN ON EXECUTIVE COUNCIL

One of the AACTE recommendations was that the librarian should be on important committees. It is recommended therefore that the librarian be asked to serve on the Executive Council of the College.

F. PHYSICAL EQUIPMENT AND MAINTENANCE

The library is in need of:

1. New and additional shelves
2. New tables
3. The floor in front of loan desk needs sanding very badly.
4. The library needs additional careful cleaning and dusting. The use of a vacuum cleaner with an attachment to dust books would help.

Respectfully submitted,

Anne B. Kruelbaugh

Librarian

The ratio of library expenditures to the total expenditures of the college is 3.1% per cent, while the standards recommended by the American Association of Teachers Colleges is seven per cent.

The recommended minimum book budget for a student body the size of Bunyolair's is $12,500.

C. STAFF SALARIES

The librarian at Bunyolair is an assistant professor. In the other State Teachers Colleges, the of the librarians are full professors, since the specific requirements. It is recommended that consideration be given to promotion of the librarian to associate professor and that also librarians be rewarded to assistant professor.

D. LIBRARY INSTRUCTION

It is important that the responsible teacher be aware of the value of the library's resources, and be able to use them easily. It is recommended that some time - might be the course, term - be allotted for library instruction of all freshmen, and that this be dignified by being part of a course, with credit given.

It is also recommended that an additional hour be assigned to the library in the senior records classes, so that the seniors may talk to them about the setting of effective building lessons. This cannot be done in the present allotment of time.

E. LIBRARIAN ON SELECTING BOARDS

One of the AACTE recommendations that the librarian should be on important committees. It is recommended therefore that the librarian be asked to serve on the faculty or boards of the college.

F. PHYSICAL EQUIPMENT AND MAINTENANCE

The library is in good condition.

1. Its and additional shelves
2. Has studies
3. The floor in front of the desk needs another rug badly.
4. The library needs additional overhead lighting fixtures. The one of a woman student with an attachment to that lamp would help.

Respectfully submitted,

Librarian

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

College High School Library

REPORT TO THE PRESIDENT
Academic Year
1954 - 1955

Trends and developments:

Early in the school year a library council, composed of two students elected from each class, was formed. This council helped form policies concerning the library, informed their class mates of new books that were added, reminded their class mates of books that were overdue, recommended new books, and gave two teas.

Although we are a new organization, the function of the council can best be summed up by a quotation of one of its members, "Through this organization I and other council members have become acquainted with our library which is of great value in our high school work. We have also had good and beneficial times working together as a group in service to others in the school."

Library orientation was given to the seventh graders in the early part of the school year. Library instruction was given to any grade upon the request of a teacher. In this way it is easier to take care of the immediate needs and interests of the students.

Accessions:

Over 350 books were added to the library. Most of the books added were teachers' requests.

Cooperation with community:

One of the teas the library council gave was for the eighth graders and their mothers.

The library council shared a bus with Montclair High School and East Orange High School library council members to attend the New Jersey School Library Council Association meeting at Asbury Park on May 19,1955.

Exhibits:

Bulletin board displays were done by volunteers. This activity did much to foster students pride in their library.

Some of the exhibits were:

Paper sculpture models of George Washington, and St. Patricks Day theme, which were sent to the A. L. A. meeting in Philadelphia.

A student interested in airplanes had an exhibit of structural drawing of jets.

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

College High School Library

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Our twelfth grade photographer displayed the pictures he took of College High students and events concerning the school.

At Christmas time we had murals on the walls depicting Santa Claus, Three Wise Men, and a little boy dreaming of sugar plums and candy. These murals were inspired by a senior who before the project was finished had anyone who liked to paint helping with the murals. Miss Osgood, our art teacher, did much to encourage the students to make their library attractive.

College Use of High School Library:

There were times when college students observed social study classes doing research, and English classes receiving library instruction from librarian. College students also borrowed books from H. S. library for their course in adolescent literature.

Suggestion:

Since we want our library to be a true curriculum enrichment center where a whole class may be brought in to select books and other materials for individual projects and since we also feel it is important to give special library instruction on the use of the card catalog, vertical file service, readers guide to periodical literature, and other library tools useful in special fields; it would be wise to enlarge the library by taking out the wall between the library and room twelve. The library could extend to one half of the class room and the other half could be glass enclosed for library instruction. With more space in the library we would be better able to have our PTA teas and faculty meetings.

Statistics:

Number of non fiction books missing when inventory was taken in the beginning of the year 221

Total circulation - High School students.....1,250
Total circulation - College students 100

Dorothy A. Steed
C.H.S. Librarian

Our twelfth grade photographer displayed the pictures he took of College High students and events concerning the school.

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There were times when college students observed social study classes doing research, and English classes receiving library instruction from librarian. College students also borrowed books from h. s. library for their courses in adolescent literature.

Suggestion:

Since we want our library to be a true curriculum enrichment center where a whole class may be brought in to select books and other materials for individual projects and since we also feel it is important to give special library instruction on the use of the card catalog, vertical file service, reader guide to periodical literature, and other library tools useful in special fields; it would be wise to enlarge the library by taking out the wall between the library and room twelve. The library could extend to one half of the class room and the other half could be glass enclosed for library instruction. With more space in the library we would be better able to have our PTA teas and faculty meetings.

Statistics:

Number of non fiction books missing when inventory was taken in the beginning of the year 221

Total circulation - High School students.....1,250

Total circulation - College students 100

Dorothy [illegible]
[illegible]

New Jersey State Teachers College at Montclair

Department of Public Relations

Report to the President
Academic Year
1954 - 1955

As in the three previous years, the Public Relations Director channeled her main efforts in the direction of educational publicity. Sufficient time to make use of the numerous other tools of public relations was not available.

The number of news and feature releases disseminated to New Jersey and New York newspapers totaled 519. This represented an increase of 61 over the academic year 1952-53 and 30 over the year 1953-54. Of these, 360 pertained to student activities; 87 to the Faculty; 51 to the College, 11 to the Alumni, and 10 to the War Memorial Fund. Thirty-two news and magazine photographs were either released or arranged for. Twenty-five releases were prepared for magazines; namely, the NEA Review, Education Life, College Guidance Digest, the 1955 State Activities & Events Book, and various educational, professional and alumni journals.

In addition to preparing and distributing news and feature releases, the Director also served as editor for three issues of Alumni Life and for one issue of Montclair State Today and Tomorrow. In addition, she conducted the following lectures: Dedication for the Site of the Student Life Building, Memorial Organ Fund, and Teaching as A Career. The latter was prepared for the Teachers College Recruitment Committee. She also prepared copy for a full-page advertisement pertaining to the Summer Session and for a half-page advertisement concerning a Musical Tour of Europe. These appeared in the NEA Review.

Other activities undertaken included (1) active participation in the Council on Public Relations for the State Teachers College, which entailed serving as chairman of the Recruitment Booth at the NEA convention in Atlantic City; (2) cooperation with the Citizens Committee for Montclair State Teachers College; (3) serving as adviser to the student Public Relations Committee; (4) supervising a three-day workshop for members of the Montclarion staff, and (5) laying the groundwork for a Speakers' Bureau.

Respectfully submitted,

Hope Chamberlin Gurno

New Jersey State Teachers College at Montclair

Department of Business Education

Report to the President
Academic Year
1954-1955

I. Administrative Details

1. Professor D. O. Thomas died and was replaced on a temporary basis by Curtis Hall of Columbia University.

2. The staff also included the regular members—Froehlich, Neuner, Sheppard, Van Derveer, and Willing.

3. Freeman spent 2 days a week teaching and administering the department with the assistance of Sheppard.

4. The undergraduate majors included:

	1954-55	1953-54
Seniors	37	32
Juniors	39	27
Sophomores	38	44
Freshmen	45	33
	159	136

5. Physical facilities were extended to include more office space for faculty members and the setting up of Room 28 as a typewriting laboratory.

II. Curriculum and Instruction

1. Freshmen students started on the new curriculum which includes specialization in accounting and secretarial studies plus a minor in general business for all majors. The second minor can include one of the other fields of business specialization or any other minor offered in the college.

2. All other students continued on the major and minor programs under which they matriculated.

3. A new graduate program was started in September.

4. The department library was extended.

5. The United Business Education Award was given to Pat Prebolsky.

III. Service to Business Education

1. Cooperated with Paterson State Teachers College and the N. J. Business Education Association in conducting the 12th Annual Business Education Workshop at Paterson. About 300 teachers attended.

2. Van Derveer was president of the N. J. Business Education Association.

3. Staff members attended meetings and served on programs of all the major national and regional business education associations.

4. Acted as host to professional guests from Egypt and Columbia University.

5. Staff members contributed papers to professional publications.

6. Staff members cooperated with the N. J. Personnel Association, the National Office Management Association and various business organizations.

IV. Service to the College and the State

1. The typewriting classes produced many copies of duplicated materials for the President's office and faculty members.

2. Van Derveer served as chairman of the state recruitment committee.

3. Staff members served on various state curriculum committees.

4. Freeman served as president of the Association of New Jersey State Faculties.

5. Froehlich and Neuner served as business advisers to various college organizations.

6. Staff members served many college organizations and on many college committees.

V. Recommendations

1. The student observation program in College High School should be studied and revised.

2. The present cooperative work experience program is not as effective as it could be in meeting the state certification requirement. It should be studied and revised.

3. Faculty-student relationships in department extra-curricular activities could be improved.

4. Active faculty and student participation in the Business Education Workshop should be increased.

5. The departmental library arrangements could be improved.

6. Arrangements for the assignment and supervision of student teachers should be studied and revised.

7. Plans must be made to increase student interest and participation in professional activities and organizations.

8. Standards for the admission of business students and their scholastic achievement should be raised.

9. A program should be set up to help place graduates who are not certified to teach the secretarial subjects.

10. The graduate and summer program should be promoted extensively.

11. Plans should be completed for the office practice laboratory.

Dr. Herbert Freeman

7. Recommendations

1. The student counselorship should be college job, based about 15 studies and review.

2. The general counselorship work [illegible] activities as it would be in working the [illegible] [illegible] guidance. It should be [illegible] [illegible].

3. Freshman-sophomore [illegible] in [illegible] [illegible] activities [illegible] [illegible].

4. Active [illegible] the student [illegible] [illegible] [illegible] [illegible] should be increased.

5. The [illegible] library [illegible] should be [illegible].

6. Arrangements for the [illegible] and [illegible] [illegible] should be studied [illegible].

7. Time must be made [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

8. Provision for the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] should be made.

9. A [illegible] should be set up [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

10. The [illegible] [illegible] [illegible] [illegible] [illegible].

11. [illegible] should be [illegible] [illegible] [illegible] [illegible].

[illegible]

New Jersey State Teachers College at Montclair

Department of English

Report to the President
Academic Year
1954 - 1955

I. Trends and Developments

One of the significant contributions of the English Department for the academic year 1954-55 was the leadership provided by members of the Department to the State Committee on General Education and to the Committee on the Subject Matter Area of English in preparing for presentation to the Educational Commission a curriculum common to all the State Teachers Colleges.

During the frequent meetings of the Committee on General Education Dean Clyde Huber and the Department Head were insistent that the required hours of General Education remain at a minimum which would enable Montclair to preserve the integrity of its Subject Matter majors. The active support of the State Commissioner of Education was noteworthy in this effort and resulted in the acceptance of a program of General Education incorporating a minimum of 48 semester hours.

At the final meeting of the English Subject Matter Committee called by Dr. Morrison, Mr. Herman Ward of Trenton State Teachers College presented a program for consideration. This was so generally comparable with the English Major now offered by Montclair State Teachers College - of which Mr. Ward is a graduate - that both the Head of the Department and Mr. Conrad - representing both the Department and the Commission, as an ex-officio member - found it acceptable as a minimum offering for English Majors. When this English Major Curriculum was presented to the Commission, it met such favorable reception that it was urged as a pattern.

This Department feels that the proposed curriculum will permit flexibility sufficient to enable each college to provide the English subject matter needed by its graduates. At Montclair it makes possible revisions which Department members have already considered to improve the range and quality of instruction in English Major Courses.

The program is presented here in the form of a report from the State Department of Education.

M I N U T E S

Specialization Committee for English

The following members of the English Specialization Committee met in the conference room of the State Department of Education at 2:30 p.m., Thursday, May 5, 1955.

Margaret D. Williams - Jersey City State Teachers College
Lawrence H. Conrad - Montclair State Teachers College
Edwin S. Fulcomer - Montclair State Teachers College
Christie Jeffries - Patterson State Teachers College
Alfred P. Holman - Trenton State Teachers College
Herman M. Ward - Trenton State Teachers College
Robert H. Morrison - State Department of Education
Edward J. Ambry - State Department of Education
S. David Winans - State Department of Education

Members of the Committee recommended the following program for English majors.

Fundamentals of Communication (including Speech)	6
World Literature	4
Language and Writing (Advanced)	4
Masterpieces of American Literature	
or	
Masterpieces of British Literature	3
Intensified Course in Literature	3
Examples:	
Period course such as Romantic Period	
Theme course such as Realism	
Single author course such as Shakespeare	
Genre course such as Satire in Literature	
Types of Literature	
Including two of the following: prose fiction, prose non-fiction, or poetry, or drama	6
Methods of Teaching English	2
Electives in English	6
Total	34

The recommended program for English minors follows.

Fundamentals of Communication (including Speech)	6
World Literature	4
Language and Writing (Advanced)	4
Masterpieces of American Literature	
or	
Masterpieces of British Literature	
or	
Intensified Course in Literature	3
Types of Literature (one course)	3
Electives in English	3
Total	23

There was some disagreement concerning the wording of one course title. Two committee members recommended Language and Writing (Advanced); four recommended Language and/or Writing (Advanced). It was agreed to refer the matter to the Curriculum Commission for decision.

Any Committee member wishing to make comments for interpreting the recommended program to the Curriculum Commission should send them directly to Dr. Morrison who is serving as executive officer of that body.

Respectfully submitted,

S. DAVID WINANS
Secretary

SDW:ad

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[illegible]

[illegible]

II. Supervision of Student Teaching

Supervision of 55 student teachers - (7 in the Fall semester, 48 in the Spring semester) - was divided among 5 Department members, and 21 semester hours were assigned to such duty. The single failure was that of a student assigned to Montclair for supervision by the State Department of Education. The failure was due largely to emotional factors over which the Department had no control. Three graduate students with bachelor's degrees from sister institutions completed student teaching to the satisfaction of the Department and have been recommended for positions in secondary schools.

III. Honors and Advanced Degrees

At the commencement exercises of August 6, 1954 Miss Phylis Frances Schultz and Mr. Stanley Arnold Winter were awarded the Degree of Master of Arts in English, and Miss Annabelle Mary Ellen Flaherty was awarded the Degree of Bachelor of Arts. Upon this occasion Mr. Laurence H. Conrad of the English Department gave the address to the graduates.

At the commencement exercises of June Ninth, 1955, the degree of Bachelor of Arts was conferred upon 43 English Majors. Upon the same date the degree of Master of Arts was conferred upon Miss Marion L. Ansaldo, Mr. William James Dougherty, and Miss Joan B. Libbey. Five graduate degrees in English were awarded in 1954-55 and 44 A.B. degrees were awarded. Mrs. Enid Broker Sobol was graduated Magna cum Laude, and Miss Rita Caputi was graduated Cum laude. Miss Janet Bristow received signal commendation for her loyalty and service to the student body and was honored by being chosen to represent the student body at the dedication of Life Hall.

IV. Special Services and Accomplishments

Associate Professor Harold C. Bohn received the degree of Ed. D. at the Annual Commencement of Columbia University.

Associate Professor W. Paul Hamilton was the major speaker at the ceremonies honoring Montclair's valiant dead at the Dedication Ceremonies of Life Hall. The address was carried in toto by the Montclair Times, recorded upon tape, and made available upon records. It is a tribute of which not only the English Department but also the entire College may be proud.

The Head of the Department concluded his service as curriculum consultant to the schools of Red Bank, New Jersey. He prepared the major article on the Training of English Teachers for the forthcoming English Issue of The Bulletin of the National Association of Secondary-School Principals. Despite a brief respite to recover from surgery, he continued to address P.T.A. groups, College Women's Clubs, and Associated Woman's Clubs, attempting to reply to the persistent charges of poor teaching of reading in public elementary schools. He gave the principal address to the Association of Class Room Teachers at the Annual Convention at Atlantic City, where the assigned subject was Reading Improvement.

Dr. Bohn, Mr. Conrad, and the Department Head were lecturers at the Adult School of Montclair. Dr. Young and Mr. Hamilton helped to relieve the shortage of College teachers by assisting in the English Department at Fairleigh-Dickinson College, and Dr. Russell Krauss performed a similar service at New York University.

ENROLLMENT FIGURES FOR YEAR 1954--1955

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
	FALL SEMESTER ENGLISH				
100A	World Literature	3	2	72	Bohn
100A	World Literature	3	4	140	Hamilton
100A	World Literature	3	2	73	Petteprove
100A	World Literature	3	3	106	Young
	Total 100A		11	391	
101	Language Arts	4	2	55	Conrad
101	Language Arts	4	1	25	Dix
101	Language Arts	4	1	29	Petteprove
	Total 101		4	109	
103	Fundamentals of Speech for Majors	3	1	25	Kauffman
105	Fundamentals of Acting	2	1	18	Fox
106	Oral Interpretation	2	1	13	Ballare
200A	Composition	3	1	16	Corso
200A	Composition	3	2	46	Dix
200A	Composition (Business English)	3	2	34	Van Der Veer
200A	Composition	3	1	17	Young
200A	Composition (Remedial)	3	1	16	Dix
	Total 200A		7	129	
200B	Fundamentals of Speech	3	2	55	Ballare
200B	Fundamentals of Speech	3	1	17	Fox
200B	Fundamentals of Speech	3	3	50	McAndrews
200B	Fundamentals of Speech	3	1	19	Pennington
	Total 200B		7	121	
201	Poetry from Chaucer to Frost	4	1	27	Krauss
201	Poetry from Chaucer to Frost	4	1	28	Pennington
201	Poetry from Chaucer to Frost	4	1	24	Petteprove
201	Poetry from Chaucer to Frost	4	1	25	Young
	Total 201		4	104	
204	Extemporaneous Speaking	2	1	15	Ballare
208	Physiology of Speech &	2	1	21	Kauffman
301A	Literature for Adolescents	2	1	21	Dix
301A	Literature for Adolescents	2	1	23	Fulcomer
	Total 301A		2	44	
301B	Shakespeare's Major Plays	2	1	24	Bohn
301B	Shakespeare's Major Plays	2	1	34	Hamilton
	Total 301B		2	58	

[illegible]

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
401	Teaching of English in Sec. Schools	3	1	23	Bohn
401	Teaching of English in Sec. Schools	3	1	24	Fulcomer
	Total 401		2	47	
402	Survey British Literature	4	2	49	Krauss
417	Methods of Teaching Speech	3	1	29	Ballare
419	Grammar for Teachers	2	1	14	Fulcomer
419	Grammar for Teachers	2	1	17	Hamilton
	Total 419		2	31	
456	Play Direction	2	1	13	Fox
461A	Speech Lab.	2	1	15	Kauffman
463	Aud.-Vis. Aids Teaching Speech	2	1	11	Fox

Total Undergraduate Enrollment, Eng. Dept.-----1243
Total Undergraduate Sections----------52
Average Class Size----------24

COLLEGE HIGH SCHOOL ENGLISH ENROLLMENT

7th & 8th Grades	4	2	60	Pennington
9th Grade	4	1	29	Fulcomer
10th Grade	4	1	28	Conrad
11th Grade	4	1	29	Corso
12th Grade	41	1	28	Bohn

Total College High School Enrollment----------174
Total College Eng. Dept. Enrollment----------1243
Total Enrollment Eng. Dept.----------1417
Total No. of Sections----------58
Average Class Size----------24

SPRING SEMESTER - 1955

100B	World Literature, Part II	3	2	71	Hamilton
100B	World Literature, Part II	3	2	66	Dix-Meiers
100B	World Literature, Part II	3	2	63	Pennington
100B	World Literature, Part II	3	2	74	Petterove
100B	World Literature, Part II	3	3	97	Young
	Total 100B		11	371	
102	Drama Survey--Miracle Plays to O'Neill	4	1	37	Bohn
102	Drama Survey--Miracle Plays to O'Neill	4	1	37	Hamilton
102	Drama Survey--Miracle Plays to O'Neill	4	1	35	Petterove
	Total 102		3	109	

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
104	Phonetics	2	1	24	Ballare
105	Fundamentals of Acting	2	1	22	Fox
106	Oral Interpretation	2	1	22	Ballare
200A	Composition	3	1	18	Corso
200A	Composition	3	3	56	Dix-Meiers
200A	Composition	3	2	39	Pettegrove
200A	Composition	3	1	21	Young
		Total 200A	7	134	
200B	Fundamentals of Speech	3	1	17	Fox
200B	Fundamentals of Speech	3	1	21	Kauffman
200B	Fundamentals of Speech	3	3	62	McAndrews
		Total 200B	5	100	
202	British/American Fiction	4	2	72	Krauss
204	Extemporaneous Speaking	2	1	14	Ballare
209	Speech Correction	2	1	20	Kauffman
302	American Literature	4	2	43	Conrad
404	Survey of British Literature	2	1	30	Krauss
407	British/American Biog.	2	1	36	Conrad
435	Stagecraft	2	1	1	Fox
457	Workshop Speech Activities	2	1	13	Ballare
461B	Adv. Speech Lab.	2	1	15	Kauffman
464	Speech Psychology	2	1	14	Kauffman
465	Speech Arts Activity	1	2	9	Fox

Total Undergraduate Enrollment Spring '55---1051
Total No. Sections----------43
Average Class Size----------24
College High School Enrollment Spring '55----174
Total Regular English Enrollment----------1225
Total Regular English Sections----------49
Average Class Size----------25
Total Regular English Enrollment 1954-55----2642
Total No. Sections----------107
Average Class Size----------25
Increase in Enrollment over 53-54----------413
Total P.T. & Extension Enrollment----------350
Grand Total Entire English Enrollment--------2992
Increase in Department Enrollment over 53-54---451

PART TIME & EXTENSION DIVISION
Enrollment Figures For Year 1954 - 55

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
	SUMMER SESSION ENGLISH				
401X	Teaching English in Secondary Schools	2	1	13	Fulcomer
S426	Victoria n Novel	2	1	12	Pettegrove
S431A	Shakespeare: Tragedies	2	1	15	Hamilton
S438	Masters of American Literature	2	1	9	Fulcomer
S441	Med., Epic, Saga, & Roman	2	1	8	Krauss
S445	18th Literature	2	1	7	Pettegrove
S451	Literature & Art in Western Culture	2	1	13	Young
S456	Play Direction	2	1	6	Fox
S503	Chaucer	2	1	9	Krauss
			9	93	

Total Enrollment----------93
Total No. Sections----------9
Average Class Size----------10

PART TIME & EXTENSION
Fall 1954

ENGLISH

A413	Modern Poetry	2	1	17	Fulcomer
A428	Film & Society	2	1	17	Fantone
E430	Teaching of Reading Improvement	2	1	30	Fulcomer
A431A	Shakespeare Tragedies	2	1	9	Bohn
A446	The One Act Play	2	1	13	Fox
A454	Training Speaking Vice	2	1	22	Kauffman
E466	Speech Development	2	1	17	Kauffman
A521	English Literature of Social Problems	2	1	20	Pettegrove
A530	Dante and His Influence	2	1	13	Krauss
			9	157	

Total Enrollment----------157
Total No. Sections----------9
Average Class Size----------17

Spring 1955

A 439	Cint. Am. Lit.	2	1	33	Conrad
A448	Choral Speaking	2	1	15	Kauffman
A457	Workshop Speech	2	1	14	Ballare
A506	John Milton	2	1	19	Hamilton
A524	Five Great Books	2	1	19	Young
			5	100	

Total Enrollment----------100
Total No. Sections----------5
Average Class Size----------20
Total Summer School Part Time &
Extension Enrollment----------350
Total No. Sections----------23
Average Class Size----------15

Distribution of Scores

WORLD LITERATURE

Grade Distribution

F	0	0	3	2	1	0	0	4	0	0	0	=	10
D	1	0	4	1	2	0	1	8	1	1	1	=	20
C	14	29	10	12	15	9	12	10	8	6	5	=	130
B	13	6	14	12	8	19	16	13	22	18	20	=	161
A	6	3	5	4	4	7	3	3	2	8	8	=	53
													374
Withdrawals													17
													391

Failures 2%

101

F	0	0	0	2	2
D	0	0	0	0	0
C	6	5	4	14	29
B	13	15	14	10	52
A	8	3	7	2	20
					103
Withdrawals					4
Incomplete					2
					109

Failures 2%

201

F					
D	6	3	3	0	12
C	15	10	8	1	34
B	4	11	12	10	37
A	1	4	1	14	20
	26	28	24	25	103
Withdrawals					1
					104

JUNIOR

F	0	1	0	1	2
D	1	0	3	2	6
C	6	5	7	14	32
B	8	12	8	13	41
A	6	5	6	3	20
	20	23	24	33	101
Incomplete				1	1
				34	102

Second Semester
302
JUNIOR

			Conrad
F	0	0	0
D	1	0	1
C	12	4	16
B	7	8	15
A	7	4	11
	27	16	43
Withdrawal			2
			45

404
Senior

		Krauss
F		
D		
C	10	
B	15	
A	5	
	30	

SENIOR

F	1	2	1	1	5
D	3	0	2		5
C	11	12	15	13	51
B	7	9	6	5	27
A	2	1	1	4	8
	24	24	25	23	96
WD	1			1	2
	25			24	98

Second S emester
100B
FRESHMA N

					Meiers
F	o	o	1		1
D	2	3	1		6
C	16	15	7	8	46
B	12	7	15	17	51
A	5	6	8	5	24
	35	31	32	30	128
Withdrawal			1		1
			33		129

This year the Department displayed once more its capacity for leadership, service, and loyalty both to the State of New Jersey and to the noble profession which it represents so ably and unselfishly. It proudly presents the following:

DEPARTMENT ROSTER:

1. Professor of English, Edwin S. Fulcomer, Ed. D., Head of Department
2. Professor of English, Russell Krauss, Ph. D.
3. Associate Professor of English, Harold C. Bohn, Ed. D.
4. Associate Professor of English, Laurence H. Conrad, A. M.
5. Associate Professor of English, William Paul Hamilton, A. M.
6. Associate Professor of English, James P. Pettegrove, A. M.
7. Associate Professor of English, Frederick M. Young, Ph. D.
8. Assistant Professor of English, William A. Ballard, A. M.
9. Assistant Professor of English, L. Howard Fox, A. M., Chairman, Division of Speech
10. Assistant Professor of English, Ellen Kauffman, A. M.
11. Instructor in English, (Mrs.) Hope Corso, A. M.
12. Instructor in English, (Mrs.) Annie G. Dix-Meiers, A. M.
13. Instructor in English, (Mrs.) Irene Pennington Reifsnyder, A. M.
14. Instructor in Division of Speech, (Mrs.) Catherine McAndrews, A. M.
15. Director in Television Workshop, Ted Scheft, B. A.

VI. Recommendations

A. Until final approval of the Education Commision has been granted to the programs in General Education, and for English Majors, recommendations of changes in the English program of studies at Montclair will be withheld.

B. Since Instructors Meiers and Reifsnyder have already placed with the President of the College their requests for elevation to the rank of Assistant Professor, accompanying these requests with summaries of their educational qualifications and professional service to the College and the State, I hereby recommend that as opportunity arises for such promotion that preference be given to Mrs. Reifsnyder. Her service to the Department as adviser to the English Club, and her devoted and faithful teaching in the Junior High School grades of College High School entitle her to this preference. Mrs. Meiers' promotion may then follow in due course.

Respectfully submitted,

Edwin S. Fulcomer, Ed. D.

Head of the Department of English

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[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]

[illegible]

10. [illegible]
11. [illegible]
12. [illegible]
13. [illegible]
14. [illegible]
15. [illegible]

[illegible]

12. [illegible]

a. [illegible]

b. [illegible]

[illegible]

New Jersey State Teachers College at Montclair

Department of Home Economics

Report to the President
Academic Year
1954-1955

Trends and developments: The department of Home Economics had its beginning in the fall semester, 1954. The new curriculum had been drawn up by Miss Verna Danley, State Supervisor of Home Economics, Dr. Clyde Huber, Dean of Instruction, Montclair State Teachers College, with help from Dr. Margaret Alexander, Home Economics Department of the U. S. Office of Education.

Approval was granted for the curriculum August 29, 1955 and a copy of the approved curriculum is listed below.

Freshman Year, 54-55

Semester I		Semester II	
Eng. 100A World Literature	3	Eng. 100B World Literature	3
S. S. 100A Civ. & Cit.	3	S. S. 100B Civ. & Cit.	3
Int. 100 Ment. Hyg. & Per. Adj.	2	H. E. 100 Healthful Living	2
Mus. 100 Music App.	1		
H. E. 101 Intro. to H. E.	3	Art 100 Art App.	1
Chem. 101 Gen. Col. Chem.	4	H.E.102 The Child in the Family	3
Phys. Ed. Act.	0	Chem. 102 Gen. Col. Chem.	4
	16	Phys. Ed. Act.	0
			16

Sophomore Year, 55-56

Eng. 200A Composition	3	or Eng. 200B Fund. of Speech	3
S. S.200A Cont. Amer. Life	3	S. S. 200B Cont. Amer. Life	3
Int. 200A Child Growth & Dev.	2	Int,200B Psy. of Adol.	2
H. E. 201 Foods & Nutrition	3	Sci. 100C Earth Sciences	2
Art 201 Fund. of Design (Art & Home Furn.)	2	H.E. 202 Family Cloth. Const.	3
		Biol. 210 Elem. Bacteriology	
Biol. 209 Human Biology	3	Phys. Ed. Act.	0
Phys. Ed. Act.	0		17
	16		

Junior Year, 56-57

H.E.301 Foods & Nutrition	3	H.E.302 Foods & Nutrition	3
H.E.303 Family Cloth. Const.	3	Phys. 306 Household Physics	4
H.E.305 Family Relations	3	H.E.306 Family Finance	3
Int. 300A Aims & Org. of Sec. Ed	2	H.E.304 Family Prob of Furn. the home	
Lang.300 Found. of Lang.	2		
Elective	3	Int.300B Prin.&Tech. of Sec. Ed.	2
	16		15

Senior Year, 57-58

H.E.403 Home Mgt. House	3	Int.403 Student Teaching	10
H.E.401 Home Econ Ed (Methods)	3	Int.400B Practicum	2
Int. 400A Prin & Phil of Sec Ed	2	HE. 402 Nutrition Ed. & Group Feeding	2
Math.400 Ed. Statistics	2		
Electives	6	Elective	2
	16		16

New Jersey State Teachers Colleges as Constituted

Superintendent of Home Economics

Report to the Investment
Economic Year
1939-1955

Trends and Developments: The Superintendent of Home Economics had the begin-
ning in the fall semester, 1939. The new curriculum had been carried up by Miss
Verna Dailey, Home Supervisor of Home Economics, Dr. Cecil Embry, Dean of
Instruction, Montclair State Teachers College, and Miss Fred Dr. Harvest
Alexander, Home Economics Supervisors of the I. C. Centers of Education.

Approval was granted for the curriculum August 17, 1955 and a copy of
the approved curriculum is listed below.

Freshman Year, 39-40

Semester I		Semester II	
Eng. 1A1 World Literature	3	Eng. 1A2 World Literature	3
C. 6. 1A1. Div. & Dit.	3	C. 6. 1A2. Div. & Dit.	3
Int. 1A1 Hous. Eqp. & Des. 1A1.	3	C. 7. Int Decorative Lighting	3
Hes. 1A1 Hous Eqp.	1		
H. E. 1A1 Intro. in H. E.	3	Hes 1A2 Hous Eqp.	1
Chem. 1A1 Inc. Chl. Chem.	4	H.E.1A2 The Child in the Family	3
Phys. 3A1. Gen.	4	Chem. 1A2 Gen. Rel. Chem.	4
	18	Phys. 3A. Gen.	4
			18

Sophomore Year, 39-40

Eng. 1A4 Contemporaries		Soc/Eco. 1A2 Prob. of Democ	3
H. E.2A1 Hous. Mgmt. Life	3	H. E. 2A2 Hous. Mgmt. Life	3
Int. 2A1 Child Growth & Dev.	3	Int.2A2 Child Growth & Dev.	3
H. E. 3A1 Foods & Nutrition	3	Hes. 1A4C Textile Science	3
Art 3A1 Prod. of Design	3	H.E. 3A2 Family Clothing. Consl.	3
(Art & Home Arts.)		Biol. 1A Elem. Bacteriology	
Biol. 3A2 Human Biology	3	Phys. 3A. Lab.	4
Phys. 3A. Lab.	4		
	16		17

Junior Year, 39-40

H.E.3A1 Foods & Nutrition	3	H.E. 3A2 Foods & Nutrition	3
H.E.3A3 Family Cloth. Consl.	3	Educ. 3A1 Secondary Methods	3
H.E.3A5 Family Relations	3	H.E.3A6 Family Finance	3
Int. 3A4 Adm & Org. of Ec. Int 2		H.E. 3A3 Family Arts of Hom. Adm	
Lang.3A4 French. of Lang.	2	Home	
Elective	3	Int.3A2 Pris.Adjust. of Ind. Ed.	3
	16		15

Senior Year, 39-40

H.E.4A3 Adm Hgt. Home	3	Int.4A3 Student Teaching	16
H.E.4A1 Home Econ Ed (Methods)	3	Int.4A4 Investigations	2
Int. 4A4 Prin & Phil of Hom Ed	3	HE. 4A2 Nutrition Ed. & Group	2
Math.4A4 Ed. Statistics	2	Feeding	
Electives	6	Electives	2
	16		16

A physical plant was planned and was to consist of four classrooms and two offices located in the new classroom building. The rooms planned were (1) Foods and Nutrition, (2) Clothing and Textiles, (3) Housing and Equipment, and (4) Living and Dining room. Miss Danley and Dean Huber, assisted by Miss Lee of the U. S. Office of Education, planned the rooms and some of the equipment.

Miss Celeste Watson was employed as a part-time instructor to offer the beginning courses in the Home Economics curriculum. Fourteen freshmen were enrolled September 1954. The course offering in Home Economics was Introduction to Home Economics. During the spring semester the course offered was The Child in the Family.

Mrs. A. L. Knowlton was retained on the staff part-time to teach in the demonstration high school. February 1, 1955, Miss Katharine Hall was hired on a one-third time basis as Chairman of this newly formed department.

The curriculum offerings were re-evaluated with assistance from several persons and suggested changes were made. These suggested changes were as follows:

(1) Health Education 100 be replaced by a course in Home Nursing. Much of the information included in the Health Education 100 course will be covered in Bacteriology. Clothing Selection, Nutrition, and Family Relations courses.
(2) Course titles be changed in order to better describe the courses and their content, i. e., Home Economics 202 be changed to read Introduction to Clothing rather than Family Clothing Construction.

(3) An additional course in Home Management and Household Equipment be added for three hours credit.
(4) One course in Textiles be added for two or three hours credit.
(5) The credit hours of Household Physics be dropped down from four to two.
(6) The credit hours of Introduction to Home Economics be dropped from three to two.
(7) The Home Economics offerings be rearranged so the Child in the Family is offered either the fall or spring semester of the junior year.
(8) The Home Economics majors be given opportunity to include a course in the Principles of Economics as an elective. It would be helpful for them to gain some knowledge of national income, principles of money, barking, etc., and this information is not listed in course outlines of their present classes.

Work was also begun on equiping the Home Economics rooms in the new classroom buildings. After studying the original plans, the following changes were suggested:

In the Foods and Nutrition room: (1) Omit unit 6 as a foods unit and put the laundry unit in this space. There is not sufficient room in the area allotted, and there is greater need for the laundry unit than for the sixth kitchen. This suggested

A deferred plan was adopted and was in effect in 1937 providing for two offices located in the new electronic building. The three planned were (1) Foods and Textiles, (2) Building and Equipment, (3) Managing the Household, and (4) Living and Family Work. This Design was based, received by the Bureau of Ags. C. A. Tuttle of Ohio State, upon the plans and work of the Ohio Home.

This design was adopted as a permanent Extension Department in the Ohio Agricultural Experiment Station. Thereafter the Home Economics Department moved to the new building in Nov. 1938. The entire offering is then available for instruction in Home Economics. Thereby the moving requires the former office of the Home in the Family.

Mrs. A. L. Bowlin was released in the early spring to assist in the development of this school. Thereafter C. 1939, this building has been used in a cooperative plan beside the Division of Home Economics.

The instructional offerings were investigated with emphasis from several persons and successful showed well. Their suggestions were as follows:

(1) Home Economics 101 be included in a course in Home Design. Most of the information included in the Design Education 101 course will be needed in instruction, including Textiles, Equipment, and Family Relations courses.

(2) Course Titles be changed in order to better describe the courses and their content, i.e., from Textiles 101 to Clothing to read Introduction to Clothing Design. Home Family Clothing Construction.

(3) An additional course in Home Management and Economical Buying be added for Home Ec. Majors.

(4) One course in Textiles be added for 1st or Home Econ. Majors.

(5) The Family Study of Economic Objects be changed from Home to Home.

(6) The Family Study of Interpretation in Home Laboratory be changed from Home to Fam.

(7) The Home Economics Curriculum be strengthened on the basis in the Family to without either the fall or spring semester of the junior year.

(8) The Home Economics Majors be offer considerably be include a course in the Relationship of Economics as an elective. It would be desired for them to gain some knowledge of national income, principles of money, banking, etc., and also information is not linked to course outlines of their present school.

Work was also begun on studying the Home Economics Program in the new class room building. After studying the original plans, the following changes were recommended:

In the Foods and Nutrition room: (1) Just back of the a Foods unit and at the Sunday unit in this room. There is one work Island used in the core activity, and there is ample back for the laundry work than the one island allows. This suggested

laundry unit would include the clothes hamper, washer, dryer, and ironer, as well as a work area (for sorting, spot removal, etc.). The dryer, which operates on the same voltage as the range, the ironer and washer which operate on the same voltage as the refrigerator and dishwasher, could be connected on this wall without change in electrical wiring.

(2) Move the freezer out of the storage room and place it at the end of the wall of the present unit kitchen 6 where the oven is now placed. It would be much more usable in this position.

(3) Move the dishwasher in unit kitchen 6 to unit kitchen 4. In this position it would be much more accessible for all of the unit kitchens. Thi sink area is 30 inches in all of the kitchens, so this should offer no problem.

(4) The Western Holly oven in unit kitchen 6 to be moved to unit kitchen 3. The range area in unit kitchen 3 is 27" as it is in unit kitchen 6. The range top would be sunk into the top of the area on north side of the plan (unit at arrow G).

(5) 36" refrigerator would not sufficiently serve 5 unit kitchens. A commercial double door refrigerator could be placed to the left of the entrance where the washer and dryer are now located. (The refrigerator operates on the same voltage as the washer).

<u>In the housing room:</u> (6) In order to teach housing and equipment, the room and equipment must be flexible. Ideally, the equipment should be so movable that it could be arranged in different groupings in areas about the room so the students could see the pos ibilities of arrangements. With a 11" platform, it would neces itate hiring someone to lift the equipment ot to the floor each time a course in equipment was taught. If the equipment were placed on casters, the students could move it themselves--on a level floor.

(7) When this housing room is to be used for demonstrations, a portable platform could be used; or a demonstration mirror that was suggested earlier would be good. I feel that the stage in this room should definitely be eliminated.

(8) If we are to have a Western Holly oven in the foods and nutrition lab, we do not need one of the same kinds in the housing room. A more flexible kind of range in this room would suit our needs better.

(9) Each of the rooms in the home economics area needs as many wall outlets as is possible because of the use and rearrangement of the equipment. I suggest there be some outlets on the floor of the clothing and textiles and housing labs.

<u>In the clothing and textiles room:</u> (10) The dressing room in the clothing and textiles room should be a fitting room

and thus be furnished quite differently. The dressing table and bench should be eliminated; the only thing in the way of equipment needed in this fitting room is mirrored walls.

Approval was obtained March 4, 1955 for a graduate program in Home Economics at Montclair State Teachers College. In addition, Montclair represented at the planning meetings for a research study to be conducted by the Division of Home Economics of the New Jersey Department of Education.

No new faculty were added for the new major with the exception of the C hairman of the department. The Home Economics students took courses which were taught for majors in other areas. Because of their differing backgrounds and interests, this was found to be unsuccessful. Plans were made to open new sections of classes for home economics majors in the following subjects: (1) chemistry, (2) biology, (3) physics, and (4) bacteriology.

RECOMMENDATIONS:

1. New Personnel Plans have been made to add one new faculty member to the department of Home Economics in September, 1956. It is hoped that this person will be trained in the area of foods and nutrition. Because of the diversity of subjects included in the field of home economics, I feel that it will be difficult to offer the curriculum as planned with only three full time staff members. Home economists tend to specialize in either one or two areas of the field, and we would almost have to train our own combination in order to find faculty capable of covering the wide field in only three faculty members. I therefore recommend that Montclair State Teachers College plan to have four full time faculty members in the department of Home Economics and that two of them be added in 1956.

2. The work done in the establishment and carrying on of a department would certainly be eased and lessened and operation would be much more smooth if secretarial help were available. The Home Economics Department would be willing to share a full-time secretary with some other department at the present time.

3. Facilities for teaching home management and for the opportunity of home management house residence will need careful consideration this year.

4. Opportunity for nursery school observation and participation needs to be frunished as soon as possible. Since both of the above items are requisits for vocational certification, and because we will have a class of junior students in the fall of 1956, I feel that plans should be under way in the very near future for both of these requirements.

and have to function with difficulty. The drawing only had been should be eliminated, the only thing is the use of equipment needed in this training room is already well.

Concerning the attendance course, 1957 for a practical program is some assurance to everyone that training matter. In addition, Metallic equipment is the planning material for a training only. It is monitored by the Director of this Committee of the Department of Education.

In new Family have added for the two years with the accepting of the 9 months of the department. The Some Committee students such courses which gives weight for majors in other areas. Because of these different Department and Department, that is to be issue month. Time was made to come out majority of always for some equipment which in the relatively activities: (1) Guidance, (2) Biology, (3) Science, and (4) Geneticology.

Recommendations

1. The Personnel Class Room Line that is old and the Faculty member to the Department of Home Economics is necessary. (2) It is hope that with a period (2) or Problem to the area of Food and nutrition. Because of the Geography is Multiple Language in the field of Home Economics I feel that it will be difficult to offer the observation in physical with only three (3). Time early morning. Home economics need to specialize in either one or two areas of the field, and it would cause more to study the Institution in order to find Theory matrix of providing the Home Ecos is only some Family matter. I therefore recommend that Institute Home Economics course be here for Ph.D. the Director of Home Economics and Dr. Dr of Home Ec. where is 1970.

2. The work area in the Institution and serving as or a Department could probably be same for Personal and Institution with a more more course in Home-field. Home more available. The Home Economics Department could be adding to which a full-time secretary also some other Department of the Department time.

3. Building for Sewing Room Equipment and for the Home Family or Home Economics Area Institution will need equipment Institution this year.

4. Opportunity for Summer Home Observation and Experiment should be provided as soon as possible. Since Home of the where Home Ec. Institute try Institution Institution, the Director is with Dr. Dr a class of Home Economics in the Fall of 1970, I feel that Home Class should be under one or the Home Home Ecos. for Home of Home Economics.

5. Definite plans for the remodeling of the home economics rooms in the demonstration high school should be considered this year. Also the amount of time allotted to teaching home economics needs to be re-evaluated and perhaps the offering of home economics two days a week for a fifty minute period to both boys and girls rather than one day a week for one hundred and ten minutes for only girls should be considered.

7. Initial plans for the remodeling of the home economics rooms in the Elementary High School should be included this year. Also the budget of this allotment to remodeling home economics needs to be re-evaluated to remodel the offering of home economics for girls and for a fully equipped to hold boys and girls rather than not dig a hole for one hundred one ten adequate for only girls should be maintained.

New Jersey State Teachers College at Montclair

Department of Industrial Arts

Report to the President
Academic Year
1954 - 1955

I. Departmental Organization:

Departmental meetings were scheduled for the first and third Wednesdays. Many other conferences were held during the regular year.

The industrial arts staff now consists of three full time teachers. A fourth person has been hired for the year 1955-1956.

II. Contributions and Activity of Staff:

Many conferences were held with the college architect and members of the State Department of Education regarding the planned facilities for the Montclair campus. Several conferences were held with the electrical engineers who planned the new building.

Detail plans were drawn according to scale in order that the new facility would be built as planned. A scale model of the laboratory and its machines were completed a year ago.

Many hours have been spent in visiting machinery distributors and in speaking to machinery and equipment salesmen. A master scaled drawing of the laboratory and its equipment was drawn up this year. All equipment was numbered on this drawing; all electrical and exhaust connections were indicated. This was done so that each bidder, as well as Dr. Westby's office, could refer to it quickly. All specifications for equipment and machinery are now filed in Dr. Westby's office in Trenton. A list of trade-in machines was included.

Some hand tools and supplies have been ordered for next fall. We were informed that money would not be available for a complete purchase order of hand tools or machines or equipment.

Dr. Partridge and Dr. Wilkins called a conference at Montclair State Teachers College in April to discuss the industrial arts curriculum for the year 1955-1956. It was decided to transport the Sophomores from Montclair to Newark for their scheduled laboratory classes for the fall quarter because the new building would not be ready for use in September 1955.

The Lamar State Teachers College of Technology

Department of Industrial Arts

Report to the President
Academic Year
1952 - 1953

I. Departmental Organization:

Departmental meetings were scheduled for the first and third Wednesdays. Many other conferences were held during the regular year.

The industrial arts staff now consists of three full time teachers. A fourth person has been hired for the year 1953-1954.

II. Contributions and Activity of Staff:

Many conferences were held with the college architect and members of the State Department of Education regarding the planned facilities for the industrial arts course. Several conferences were held with the mechanical engineers who planned the new building.

Detail plans were drawn according to scale in order that the new facility would be built as planned. A scale model of the laboratory and its machines were completed a year ago.

Many hours have been spent in visiting machinery distributors and in speaking to machinery and equipment salesmen. A master price listing of the laboratory and its equipment was drawn up this year. All equipment was ordered on this drawing; all electrical and exhaust connections were indicated. This was done so that each bidder, as well as Dr. Wesley's office, could refer to it quickly. All specifications for equipment and machinery are now filed in Dr. Wesley's office in Trenton. A list of trade-in machines was included.

Some hand tools and supplies have been ordered for next fall. We were informed that money would not be available for a usable purchase order of hand tools or machines or equipment.

Dr. Partridge and Dr. Fielding called a conference at Bartlett State Teachers College in April to discuss the industrial arts curriculum for the year 1952-1953. It was decided to transport the Commerce Tech students to Lamar for their scheduled laboratory classes for the fall quarter because the new building would not be ready for use in September 1953.

Arrangements were being made to secure industrial arts personnel to drive the bus which will transport the men between the colleges.

Thirty men were accepted at Montclair as the freshmen industrial arts class. Last year (1954-1955) we accepted twenty-five men. The total enrollment this year was forty-eight.

Practicum and Senior centers were used again in preparing our young men for teaching. Elizabeth and East Orange were used as the practicum centers and the seniors placed in nearby communities for their student teaching.

On the professional side the industrial arts group, Epsilon Pi Tau, held four interesting meetings during the year. Dr. George Anderson from Millersville, Pennsylvania was the banquet speaker.

The Industrial Arts Club at Newark participated in an Industrial Arts Convention held in Atlantic City in April. The men from our college contributed materially to the success of the convention. Other activities included technical demonstrations featuring outstanding personnel from our local area. The cover on The Industrial Arts Teacher for June will feature a picture of our club. This is international publicity for our young men.

All three staff members contributed greatly to professional activities on a local, and state and national basis. All took definite assignments concerning these conventions. All staff members contributed to the curriculum revision programs.

A new endeavor has been made to make industrial arts teachers more conscious of our natural resources. A new course on Natural Resources and Its Relation to Industrial Arts Education has been scheduled for Stokes Forest for the summer of 1955. Mr. George Ditlow of our staff will teach this course.

All old equipment which will be used at Montclair will be sent to a state institution for refinishing. These pieces of equipment will be returned to Montclair by September 1.

III. Recommendations:

1. It is recommended that consideration be given to the establishment of an industrial arts program in the campus school. It is suggested that one of the pre-fabs now used as a classroom be converted into an industrial arts laboratory.

2. It is recommended that an additional staff member be considered for the year 1955-1956. Increased enrollment and increased loads will make this employment necessary.

Earl E. Frankhouser

[illegible]

[illegible]

[illegible]

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Department of Integration

Report to the President
Academic Year
1954-1955

This report is being written in the absence of Dr. Fraser, who is in Korea on leave for eighteen months.

STUDENT TEACHING:

During 1955 our seniors were distributed throughout the state as shown on Integration Table #1 for practice teaching. Since this institution represents the entire state, this is as it should be.

There were 204 seniors and there were no failures among our own graduates, although several showed evidence of being anything but strong teachers.

We had a number of graduate students who came from other institutions who did their practice teaching under our supervision. Of these, two failed, one because of lack of academic subject matter preparation, and the other due to emotional instability. A form was prepared on which department heads expressed approval or disapproval before each graduate student was permitted to begin practice teaching.

The supervision was carried on by 35 college faculty members. It is good practice to have as many college faculty members participate in this program as possible because it keeps the faculty members in close touch with the activities in the public schools. This experience helps them to do a better job of preparing teachers for the state.

It is important that the supervisors who make these contacts with the public schools be carefully chosen, because of the importance of our relations with the public schools.

Visitation Week. During October the juniors were assigned to visit for a week in the elementary schools of the state, in many cases in their own home areas. According to the reports of the juniors when they returned, this experience is one of the

MONTCLAIR STATE TEACHERS COLLEGE

Student Teaching Assignments

Approval Form
for all students other than Montclair S.T.C. seniors to be assigned to student teaching

1. Before being assigned to student teaching all special students must have completed six semester hours of work at Montclair.

2. All special students must produce evidence of sufficient subject matter training to satisfy the department head in his major field.

3. Professional understanding, interest and behavior of special students must be approved by the Integration Department.

The following candidates have requested supervised student-teaching through M.S.T.C. for the _____ semester, 19____. Please indicate approval or disapproval in space provided:

Student	College Attended	Degree	Major	Subject Dept. Head	Registrar	Integration

INTEGRATION TABLE #1

DISTRIBUTION OF STUDENT TEACHERS BY CITIES

Asbury Park	1	Midland Park	1
Atlantic City	2	Millburn	2
Bayonne	1	Montclair	5
Belleville	2	Morris Hills	1
Bergenfield	1	Morristown	2
Bloomfield	6	Newark	17
Bogota	1	North Arlington	1
Boonton	4	Orange	3
Bradley Beach	1	Passaic	3
Bridgeton	2	Passaic Valley	5
Butler	1	Paterson	11
Caldwell	3	Pt. Pleasant Beach	1
Chatham	2	Pompton Lakes	3
Clifton	6	Rahway	1
Dover	2	Ramsey	1
Dumont	4	Red Bank	1
Dunellen	1	Ridgefield Park	1
East Orange	4	Ridgewood	3
East Rutherford	1	Roselle	1
Elizabeth	1	Roselle Park	4
Englewood	2	Rutherford	3
Fort Lee	1	Salem	1
Garfield	2	Scotch Plains	1
Glen Ridge	2	South River	1
Glen Rock	4	Springfield Regional	1
Hackensack	1	Summit	1
Harrison	3	Teaneck	3
Hawthorne	2	Tenafly	3
Hillside	1	Union	2
Hoboken	2	Union City	6
Irvington	10	Verona	3
Jersey City	2	Vineland	1
Kearny	1	Wayne	5
Lakewood	1	Weehawken	2
Lodi	2	Westfield	3
Long Branch	2	West New York	1
Lyndhurst	2	West Orange	13
Madison	1	Westwood	1
Maplewood	3	Woodbridge	1

(This table also includes graduate students)

DISTRIBUTION OF STUDENT TEACHING BY CITIES

Asbury Park	1	Jackson Park	1
Atlantic City	2	Williams	2
Bayonne	1	[illegible]	1
Belleville	2	North Bills	1
Bergen Land	1	[illegible]	2
Bloomfield	0	Newark	12
Brooks	1	Fort Jefferson	1
Boonton	4	Orange	3
Broad Brook	1	Upsala	3
Bridgeton	2	Passaic Island	3
Butler	1	Paterson	11
Caldwell	3	Mt. Lebanon Grove	1
Chatham	4	Chapel Hill	1
Clifton	6	Nutley	2
Dover	4	Roseby	1
Dunellen	4	Rec Park	1
Englewood	1	Ridgefield Park	1
East Orange	4	Ridgewood	3
East Rutherford	1	Rahway	1
Elizabeth	1	Rahway Park	1
Englewood	1	Riverside	3
Fort Lee	1	Salem	1
Garfield	1	South Orange	1
Glen Ridge	2	Silver Brook	1
Glen Rock	4	Springfield Heights	1
Hackensack	1	Somerset	1
Harrison	3	Teaneck	3
Hawthorne	1	Tenafly	1
Hillside	1	Union	1
Hoboken	1	Union City	2
Irvington	10	Verona	3
Jersey City	1	Vineland	1
Kearny	1	Wayne	3
Lakewood	1	Weehawken	1
Lodi	3	Westfield	3
Long Branch	1	West New York	1
Lyndhurst	3	West Orange	13
Madison	1	Westwood	3
Maplewood	3	Woodbridge	1

(This table also includes graduate students)

most valuable they have in their preparation for teaching before student teaching. They not only learn a great many things about the public school in which they are going to practice teach, but they seem to be stimulated and motivated to do better and more intelligent work in their preparation for teaching.

During the student teaching period a number of meetings were held on Saturdays from nine to twelve in the morning as part of the practicum course which follows the practice teaching period. This was necessary because of the shortened calendar at the end of the practice teaching period. It seems advisable to discontinue this practice as soon as the calendar permits six full weeks for the practicum course.

In January we held two dinners on the campus, one for the co-operating teachers in secondary schools and another for cooperating teachers in the elementary schools. These dinners were well attended and contributed greatly in improving the understanding of our teacher training program, and therefore contributing to its successful administration. Most of those present, including representatives from the college, felt that these dinners should be continued.

PLACEMENT

Integration Table #2 shows the approximate number of vacancies by departments. It can be noted from this table that there were about three times as many calls for teaching positions as we had graduates. We had calls not only from New Jersey, but quite a number from other states. The table shows that the greatest number of calls came for teachers of English, Mathematics, Science, and Social Studies. It also shows that popular combinations are English-Social Studies and Mathematics-Science. It should be noted that there were a great many more calls for teachers of music than we had graduates, and that we had more graduates in Business Education than we had calls. This seemed to be quite an active year in the demand for teachers of foreign languages.

Integration Table #3 shows the placement of graduates. Although there are some of last year's class unplaced, this is not due to lack of vacancies, but to other causes. These causes include marriage, illness, moving out of the state, entering the service, and unwillingness to accept positions away from home.

The situation in New Jersey in regard to salaries has improved steadily in the last few years. This of course has contributed toward holding teachers and offering inducement to enter the profession.

most valuable they were in their preparation for teaching before student teaching. They can only learn a great deal through the public school in which they are going to teach. Such, they may be stimulated and motivated to do teaching and more intelligent work in their preparation for teaching.

During the summer teaching period - period of practice - the best in Kentucky has been to teach in the morning in the morning for part of the preceding course which follows the previous teaching period. The two secondary teachers of the department assisted in the supervision of the practice teaching period. It seems advisable to discontinue this practice as soon as the schools permit it. Well for the preceding course.

In January we held two classes in the week so, you for the supervising teachers in secondary schools and supervising for supervising students in the elementary schools. These classes were very valuable and satisfactory practice in improving the supervising in our students teaching program, and therefore contributing to the successful instruction. Most of these persons, including superintendents from the colleges, felt that these classes should be continued.

PLACEMENT

Information Table #2 shows the successful in number of teachers by departments. It can be noted from this table that the most local there there is much while the teaching positions in our graduates. As had only not only from the country, but from the state. The table shows that the greatest number of calls was for teachers of English, Mathematics, Science, and Social Studies. It also shows that popular combinations are English-Science and Mathematics-Science. It should be noted that there were a great many calls for teachers of music that we not available, and that we had more requests to teachers Education than we had calls. This seems to be quite in points that in the demand for teachers of Foreign Languages.

Information Table #3 shows the placement of graduates. Although there are some of left points other positions, this is not due to lack of vacancies, but to other reasons. These reasons include marriage, illness, moving out of the state, entering any service, and unwillingness to accept positions away from home.

The attention in our journal in regard to placing the department already in the last few years. This is seems has contributed in work helping teachers and offering assistance to make the placements.

INTEGRATION TABLE #2

VACANCIES REPORTED FOR 1955-56

Subject		N.J.	Out of State	Total
Business				
Commercial	5		4	
Soc. Bus.	2			
Typing	3			
Bus.subj.	8	18		22
English		80	20	100
English-Social St.		41	4	45
Language				
French-Spanish	7			
French-English	6			
French-Latin	3			
French	4			
Latin	4			
Latin-English	5		2	
Spanish (Elem.)	6		1	
Spanish	4			
Spanish-English	3		1	
Spanish-Italian	1			
Spanish-Latin			1	
Language			2	
German	1	44		51
Mathematics		72	19	91
Math-English		7	1	8
Math-Soc.St.		7		7
Math-Science		37	5	42
Music				
Vocal	18		2	
Instrumental	4		2	
Voc. & Inst.	16			
Music-general	11	49		54
Girls' Phys.Ed.		37	7	44
Men's Phys.Ed.		15	4	19
Science				
Biology	8			
Physics	7			
More than 1	51	64	16	80
Social Studies		42	10	52
Speech		4	4	8
Driver Education		9		9
Principals		11	2	13
Elementary		280	70	350
Totals		537	108	645

These are minimum figures, as some notices stated only "elementary" or "all fields", etc.

BUSINESS ACTIVITY IN 1969-70

Section	Sub.	Expenditure	Total
Building			
Contracted		1	
Own Con.			
Trade			
Non-Res.	24		24
Lending			
Mortgage-Loans &c.	25	4	29
Insurance			
Fire-Insurance			
Fire-Insurance			
Fire-Insurance			
Fire-Insurance			
Life			
Life-Insurance			
Life-Insurance		2	
Annuity Insu.			
Annuity			
Annuity-Insurance		2	
Annuity-Insurance			
Annuity-Insurance			
Insurance		2	
Insurance			
Insurance	1		2
Professional			
Professional	27	2	
Professional			
Professional			
Professional	27	2	29
Trade			
Food			
Food-Product		2	
Food & Drug			
Food-Product	28		28
Other Trade	29	2	
Other Trade	29	2	29
Service			
Hotel			
Hotel			
Hotel			
Hotel Bldg 2	30	26	26
Hotel Trading	30	26	26
Transport	1	1	
Other Transport	1		1
Publicity	31	1	32
Insurance	31	1	32
Totals	31	32	63

[illegible] are taken from "Canada", as some actions which are "Commercial" in "Fact Finder", the

INTEGRATION TABLE #3

Occupation of Graduates of the Class of 1955 as of November 1, 1955

Teaching	153
Otherwise gainfully employed	15
Continuing formal study	5
Military service	12
Homemaking	8
Seeking teaching position	9
No information	2
Total	204

Detailed Analysis of Teaching Positions

Department	Teaching in H.S.	Jr.H.S.	Elem.	Total
Business	5	-	11	16
English	9	3	21	33
Language	5	1	15	21
Mathematics	9	4	4	17
Music	-	2	2	4
Science	4	3	4	11
Social Studies	6	5	32	43
Speech	4	1	3	8
Total	42	19	92	153

Composition of Students at the Class of 1977 as of November 1, 1973

Freshmen	149
Alternative graduate students	14
Undergraduates (normal class)	3
Affiliate members	10
Lawmakers	1
Special Institute students	5
Ex Officio members	4
Total	184

Statistical Analysis of Freshman Applicants

Geographical	Freshmen Ex.	Ex.-A.C.E.	Ctrs.	Total
Midtown	1	-	11	12
Uptown	7	1	12	20
Downtown	3	1	25	29
Northwestern	1	4	4	13
Plains	-	2	2	4
Midwest	4	3	4	11
United States	6	4	11	21
Foreign	4	2	2	8
Total	26	17	70	113

The graduates of 1955 accepted positions scattered over the state with most of them concentrated in the northern counties. The tendency is for graduates to teach near their homes, and therefore it is well to consider this in accepting applicants for the Freshman year. An attempt should be made to accept entering Freshmen from all counties in the state if possible.

GRADUATE PROGRAM

In our graduate program the following research reports done under the direction of Dr. Lutz show the nature of the work and the breadth covered in 503, which course is required of all who receive the Master's degree.

RESEARCH REPORTS 1954-1955

Int. 503
Methods and Instruments of Research

Andlauer, Herbert R. An Investigation into the Trends of Reporting Pupil Progress in the Elementary Schools, 1938-1954

Azzolino, Michael A. Comparison of the Child Care Practices of Today With Those of the Turn of the Century

Connolly, Janet L. An Experiment in Teaching French to Third and Fourth Grade Children in a Public School

Davis, Eleanor. Glass, a Most Unusual and Versatile Material

Faig, Margaret E. An Investigation of the Greek Contributions to the English Language

Fiori, Dorothy D. A Partial Analysis of School Plant Needs of Midland Park, N. J., Through Use of an Opinion Poll

Felter, George. Analysis of the Transportation Problem of the New Jersey Sector of New York Metropolitan Area

Fowler, Glynder. An Experimental Investigation of Basketball Skill Drills vs. Mass Games

Gefken, Henry J. A Historical Study of Adolph Hitler as a Soldier in World War I

Geyer, Adam. How Do the Stated Interests of Students Compare to their Scores On the Kuder Preference Record, Vocational Form C

The promotion of this analytical tendency continued over the years with most of them concentrated in the critical condition. The tendency is for graduates to remain more than a year, but graduate it is as well to consider this in deciding eligibility for the fourth year. An attempt should be made to change marking frequency from all courses to the whole if possible.

GRADUATE PROGRAM

In our graduate program the following research projects have been under the direction of Dr. Ernst Kurt the history of the work and the breadth covered in 201, which course is required of all who receive the Master's degree.

BIBLIOGRAPHY (Ph-1962)

Ent, 201
Methods and Instruments of Research

Kadlecur, Harvey R. An Investigation into the Trends of Supervising Study Programs in the Elementary Schools, 1945-1951

Assolino, Michael A. Comparison of the Skills Of the Freshmen of Today With Those of the Turn of the Century

Connolly, Janet L. An Experiment in Teaching French to Third and Fourth Grade Children in a Public School

Levin, Eleanor. Dance, a Most Unusual Use Therapeutic Activity

Fig, Margaret E. An Investigation of the Dewey Contributions to the English Language

Flort, Dorothy K. A Partial Analysis of Junior Plant Needs of Kalamazoo Area, 1. 2., Through Use of an Opinion Poll

Fulter, George. Analysis of the Transportation Problem of the Bay Area Rapid Transit Commission Area

Fowler, Gilmer. An Experimental Investigation of Personnel Skills Drills in Mass Comm

Gefken, Harry J. A Historical Study of Radio Station WJBK in Detroit in Part I

Geyer, Adam. Day Be the Closed Laboratory of Industry Concern to Small Course On the Human Performance Report, Theoretical Core C

Gleason, Kenneth. A Comparative Analysis of the Father Divine Indian Site

Goldman, Norman. An Investigation of the Role of American Jews in United States-Israeli Relations

Hansen, Mae T. The Administration of the Lunch Program in a Primary School (with special reference to the problems at Pequannock School, N. J.)

Healy, Paul E. A Comparison of the Social Position of the Church in the years 1850 and 1950 with Reference to Church Membership, Attendance and Authority

King, George G. An Analysis of Existing Occupational Information Materials to Develop Criteria for Occupational Information for Slow-Learning Students

Kopecky, Robert C. Analysis and Capabilities of Navy Cruisers, 1653-1955

Kups, John J. A study of School Marking Systems

La Tronica, Alex A. "Buried Royalties," A Comparison of the Burial Systems of the Fourth and Eighteenth Dynasties of the Egyptian Civilization

Lynch, Robert M. Development of a Course of Study for a Tenth Grade Industrial Mathematics Course

McCarthy, Donald R. An Evaluation and Analysis of Safety Programs in Two New Jersey Industrial Plants

McInerney, Jack A. Old Age and Happiness

Murray, Patricia S. An Analysis of How a Three-act Play could be produced in a Senior High School so as to attain Professional Results

Newton, Willard D. An Analysis of Music Therapy and Industrial Music to Determine their Applications to the Behavior of Elementary School Children

Pepe, Arthur F. An Inquiry into the Homogenous Grouping at Pierrepont School in Rutherford, N. J.

Rowley, John J. An Analysis of the Best Methods for Teaching the Three Types of Percentage Problems

Salanitro, Marian. Evaluation of the Developments which have Been Made in Forming an International Language

Schiffmann, Gerald C. A Survey of Fraudulent Newspaper Advertising in the United States (1800 - 1955)

Sheft, Thaddeus J. Setting Up an Audio-visual Materials Center for a Teacher-Training Institution Note: To be completed in Int. 603

Gibson, Edward. A comparative analysis of the Bureau Office Letter Size

Goldman, Norman. An investigation of the role of Lawrence Jane in United States-Israeli Relations

Hansen, Ann T. The administration of the Lower Colorado River Project during (with special reference to the problems of Reclamation Service), B. S.)

Healy, Paul E. A Comparison of the Social Position of the Sioux in the years 1890 and 1941 (its relevance to Indian assimilation, citizenship and suffrage)

King, George G. An analysis of Bureau of Indian Affairs Industrial Education to develop criteria for vocational information for Indian-serving schools

Kopecky, Robert C. Inability and Disqualifications of Navy Civilians, 1945-1955

Lyon, John D. A study of School Lunches

La Grange, Alan A. "Marine Equalizer," a Comparison of the Marine Services of the Farm and Agriculture Department of the Agricultural Stabilization

Lemon, Robert H. Development of a Course of Study for a Farm-Home Improvement Mechanics Course

McCarthy, Donald A. An evaluation and analysis of Safety Programs in Two Non Farm Industrial Plants

McLaughlin, Jack A. Old Age and Survivors

Murray, Patricia A. An Analysis of the a Three-Year Plan could be reduced to a Senior High School course in which Professional Skills

Tarbox, Willard B. An analysis of Waste Energy and Conservation Study to Determine Their Applications to the Operator of Elementary School Buildings

Frye, Lyman E. An Inquiry into the Homogeneous Grouping at Elementary School in Riverdale, N. J.

Bowler, John A. An Analysis of the Book Formula for Locating the Three Types of Farmsteads Problems

Malantyre, Marion. Evaluation of the Instruments which have been used in Judging an Interpretive Language

Goodlinson, Gerald C. A survey of Prominent Newspaper Advertising in the United States (1800 - 1950)

Hart, Thomas G. Setting up an Auto-visual Activity Center for a Teacher-Training Institution Item 7. is published in Int. 309

Shumate, James. Analysis of Biology Text Note: To be completed in Int. 603

Solomon, Helen I. Can Two People of Methodist and Catholic Faiths Find a Compromise?

Stack, Richard. A Comparison and Evaluation of the Major Systems of Shorthand

Strobino, Charles A. Relationship of Soil Conditions to Types of Forest Growth

Sweetman, Paul R. Estimating Enrollment and Building Needs for Clifford Scott High School in East Orange, N. J., Spring 1955

Trout, Jack R. An Investigation of Advanced Chemistry in High Schools
Note: To be completed in Int. 603

Van Dyke, Norma. The Effect of the English Program on Reading Interests of the High School Students at Ramsey, N. J., High School

Verleur, John. Analysis of Influences of Religious Trends on Education from 1950-1955

Weissbach, Albert F. Investigation of Consumers Union and its Publication, Consumers Report

Wild, Peter S. An Analysis of the Reading Difficulties, Probable Contributing Factors, and Recommendations for Improvement of the Reading of the Children in 3a-4b in School #7 in Paterson, N. J.

Woodruff, Maria. An Analysis of a Seventh Grade Remedial Reading Program

Integration 603, Principles and Practices of Research

Basom, Myrna. A Study of the Educational Resources of the Parsippany-Troy Hills School Community

Binford, Mildred Cornwall. Evaluation of the College High School of New Jersey State Teachers College at Montclair based on Appraisals of Thirty-six Parents and Seventy Graduates of 1951 through 1954

Dunn, Ervin B. Criteria for Selection of Magnetic Tape Recorders for Classroom Use Based on Opinions of Teachers and Engineers, March 1955

Keenen, James P. Was the Foreign Policy of the United States toward Europe from 1933 to 1941 Instrumental in Involving the United States in World War II?

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Steck, Richard. A Comparison and Evaluation of the Major Systems of Measurement

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Woodruff, Wanda. An Analysis of a Parents Group Remedial Reading Program

Interpretation (Q). Principles and Practices of Research

Brown, Myrna. A Study of the Educational Resources of the Racine-Kenosha Area Racine School Community

Bigford, Richard Cornwall. Evaluation of the College Bound Boys of the Jersey Shore Teachers College at Montclair based on Aptitude of Entrance Students and Scholarship Grades of 1951 through 1954

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Lawson, James F. Was the Foreign Policy of the United States Toward Europe from 1931 to 1941 Instrumental in Involving the United States in World War II?

Pangburn, David H. A Method of Evaluation High School Physics Tex tbooks

Placek, Joyce M. The Status of Aviation Education in the Secondary Schools of New Jersey, 1954-1955

Price, Richard W. A Method of Establishing Criteria for Field Course in Biology from the attitudes of Students and Instructors of Introductory Field Biology Courses Offered Summer Sessions by M.S.T.C., 1951-1954

Randazzo, Thomas J. The Effect of the Eighteenth Amendment on Organized Crime and Political Corruption

Weil, Philip E. Analysis of Occupations and Kuder Preference Record of Weequahic High School Class of 1949, in Spring 1955

The following statement came from Dr. Phipps in regard to the activities carried on by the reading clinic.

READING CLINIC REPORT

September, 1954 - January, 1955

1. Students who have reported to the Clinic for reading diagnosis and follow-up corrective work 13

2. Graduate students who have reported for consistent help 2

3. College High School student helped with serious spelling difficulty 1

4. Elementary school pupils who have been recommended by under-graduate students, graduate-students, and others:

Gladstone School	2
Watchung School, Montclair	1
Mt. Hebron School, Montclair	1
Paterson, School No. 8	1
Hackensack	1
Morris Plains	2 *
Saddle River	1
Newark	1

In each of the above cases a complete diagnosis was made; detailed suggestions were typed and sent to the parent, after a conference with the parent, and to the school from which the child came.

* These figures differ slightly from those submitted to the Dean of Instruction at the end of the first semester. Since the first report was submitted, additional pupils have been diagnosed, and additional conferences have been held with teachers who are setting up remedial reading programs.

Hagstrom, David E. - Status of Evaluation Sign: Social Impact Are Evaluation

Flaxman, Joyce M. - The Status of Institute Graduates in the Secondary Schools of New Jersey, 1963-1970

Irion, Richard E. - A Manual of Instructional Activity for Field Courses in Biology from the Institutes of Biology and Laboratory of Instructional Field Biology Program Offered Summer Session of 1971, 1972-1973

Sandoven, Jimmy L. - The Effect of the Experimental Assignment on Upperclass Class and Personal Conversion

Wall, Philip R. - Analysis of Demographic and Other Environmental Factors of Pre-Grade Sign Passed Class of 1971, In Spring 1972

The following statement was from Dr. Philip R. Wall in regard to the activities carried on by the reading clinic.

READING CLINIC PROJECT

September, 1972 - January, 1973

1. Students who were referred to the Clinic for reading disorders are follow-up interviews were 32

2. Graduate students who have reported for individual help 5

3. College high School student helpers with reading specialist 1

4. Elementary school pupils who have been recommended to their-grade-in-in students, graduate-students, and others:

Grades School	6
Reading Center, Hopkins	3
Mt. Holyoke College, Hopkins	3
Hopkins, Second-in-Grade	3
Hopkins	3
Hopkins	3
Hopkins Place	3
Hopkins Center	1
Hopkins	1

In each of the cases where a complete diagnosis was made, certain suggestions were found and made to the parent, after a conference with the parent, and on the school from which the child came.

Dr. Wall's figures differ slightly from those submitted in the Dean of Instruction at the end of the first semester. There the first report was submitted, additional pupils have been diagnosed, and additional conferences have been held with teachers for the setting up remedial reading programs.

5. Whenever it was possible there were undergraduate students present when the children were tested, when the complete diagnosis was made, and when the conference with the parent was held. The recommendations which were made for corrective work were explained to the student-observers.

6. Conferences with students who have discovered reading problems among their relatives (children and adults); those who are attempting to carry on remedial reading with relatives or with the children of neighbors. During these conferences detailed suggestions were given in written form for them to use ..... 12 *

7. Numerous meetings with a teacher from Fair Lawn to give help and direction to a program in remedial reading to be established in that school system. The same type of help has been given to Mrs. Dominic Lally, one of our graduate students, who is setting up a remedial reading program in Belleville. Meetings, also, with a teacher from the Morris Plains school system in order to give her help in organizing a program in corrective reading.

8. In the case of our undergraduate students and our graduate students who have come to the Clinic for help on their own reading problems, at times the natural increase in difficulty of the corrective measures from day to day has determined the significant growth which as taken place. In other cases, complete retesting has helped to determine growth in reading skills and the degree of eradication of previous difficulties.

9. The sixteen (16) students who reported to the Clinic for more or less regular help spent varying numbers of hours in the Clinic. The range in time spent was from 42 hours to four (4) hours, giving an average of about 11-1/2 hours per student.

Recommendation: It is to be wished that the whole student-body of the college might be informed that the Reading Clinic is maintained for their benefit. As late as the last week in May (1955) students have come to me to ask where the clinic is located, how does one enroll in the clinic, what services does it offer, etc.

Recommendation: That every student on the undergraduate level be required to take a course which will teach them how to teach reading. My reasons for making this suggestion are these:

1. Teachers and parents are becoming increasingly interested in the problems related to reading.
2. Our students, by the time they receive their diplomas as teachers, should be able to teach reading - at least they should know how to discover, diagnose, and treat the reading problems which arise in the subjects which they teach.

5. Whenever it was possible, there were contagious students present when the children were tested, when the complete diagnosis was made, and when the conference with the parent was held. The recommendations also were made for corrective work were kept from the student-observers.

6. Conferences with students who have discovered reading problems among their relatives (sister and adults) have been and are attempting to carry on research dealing with relations to girls the children of neighbors. During these conferences detailed suggestions were given in written form for them to use .....

7. Numerous meetings with a teacher from Fair Lawn Junior High and directing in a program in remedial reading, to be established in that school system. The same type of work has been given to the Junior High, one of our graduate students, who is working on a remedial reading program in Belleville. Meetings, also, with a teacher from the Morris Plains School system to offer to give her help in organizing a program in corrective reading.

8. In the case of our kindergarten students and our graduate students who come to the Clinic for help on their own reading problems, it takes the national increase in difficulty of the corrective services from day to day has determined the priority given which cannot be been place. In other words, problems requiring more budget in determining growth in reading skills and the degree of resistance of practical difficulties.

9. The sixteen (16) students who reported to the Clinic (1) once or less regular daily count working numbers of hours in the Clinic. The range in time spent was from 1/2 hour to four (4) hours, giving an average of about 1 1-2/2 hours per student.

Recommendation: It is to be hoped that the Clinic should eventually or the college which be interest such the Reading Clinic is established for that reason. It has to the last year in the Clinic students come to me to see where the clinic is located, and that are well in the clinic, that services such it after, etc.

Recommendation: That every student on the course must be required to have a course which will prepare him for at least reading. My reason for making this suggestion are these:

1. Teachers not giving the reading instruction is interested in the reading related to reading.
2. The students, by the time they reach a junior classmate or teacher, should be able to teach reading - or least they should know how to discover, diagnose, and treat the reading problems which arise in the subjects under their tutors.

3. The lack of general ability in reading and specialized abilities in reading is a potent contributing factor to failure to succeed in school.
4. There is some evidence that the lack of ability to read is a cause of anti-social behavior.
5. We need to avoid acting upon the assumption that the development of reading skills ends with the end of the elementary school.
6. Many high schools are giving increasing attention to the problems related to reading on the high school level.
7. Many high school students who exhibit no special problems in reading which would place them in a remedial group, at the same time are employing uneconomical methods in reading for the purposes of study, and need to have their reading abilities improved.
8. Our graduates should be fortified to meet the claims made in such publications as the recent book, Why Johnny Can't Read, by Rudolf Flesch.
9. The State Department of Education in New Jersey has issued a bulletin entitled, Every Teacher A Teacher of Reading. Is this to be merely an earnest hope or an accomplished fact?

Recommendation: Some means should be devised for giving our students constructive help in spelling. Many of our students show a serious lack of spelling skill. As teachers of children and young people this cannot help but prove to be a liability. I have in my possession a long list of words (some of them the most common words) misspelled by our students on papers which they have submitted from time to time. Many of the students are unable to spell words related to the teaching profession which they will use in writing as long as they are teachers. I believe that a test should be devised, administered to all juniors early in the year, each student be made conscious of his own needs, help in learning how to spell be given, and the same test be administered after a lapse of several weeks.

The State Board instructed us to drop our graduate work leading to certification of the elementary school principal and the superintendent. These courses were quite popular and there is still quite a demand for them. Since we are now including work in fine arts, home economics, and industrial arts, as well as music, it might be well for the board to reconsider this arrangement, since we will have to continue to offer graduate courses for these people.

They also suggested that we develop new areas for graduate work to replace those discontinued. As a result we have been working on a graduate program leading to the preparation of curriculum coordinators, who seem to be in demand in this state at the present time. This graduate degree will be in the field of curriculum construction and supervision. To assist us in this project we contacted six or eight curriculum coordinators in nearby cities and asked for their suggestions, after which the same individuals were invited to the campus for dinner and a discussion of this problem. With their help we now have nearing completion a program leading to a degree in this field.

We have under way also a graduate program leading to a Master of Arts degree with specialization in audio-visual education. The outline of courses set up by

this department has been approved by the Integration Department and will soon be ready to begin operations.

SURVEY OF GRADUATES

To bring our professional file up to date, we prepared a questionnaire which was sent to all graduates, not only of the college but of the normal school, by the alumni office. The returns have been quite good and are still coming in. These returns have helped in finding people to recommend for special positions in the state, including superintendents and high school principals. It also gives us a good picture of activities of our graduates after graduation, particularly in respect to the amount of graduate work done and the progress of our graduates in their profession, many of whom have attained considerable success. We shall continue using the information received to improve our service to our graduates and to serve the needs of the state.

SUCCESS RATINGS

In accordance with our practice, a questionnaire was sent to the principals of the schools where the graduates of 1954 were teaching. They were asked to evaluate the success of these first year teachers. These results were most gratifying, as their ratings indicated a preponderance of superior and excellent ratings on the items listed for this evaluation. There were very few ratings indeed below average on any item. It seems that these ratings are the best measure of the success of our product. The tabulation of the results is shown in Integration Table #4.

RECOMMENDATION #1: It is recommended that opportunities for our students to acquaint themselves with conditions in the public schools should be continued by setting aside a week in the junior year and a day in the senior year.

RECOMMENDATION #2: Since supervision of practice teachers is so important to the success of our program, it is recommended that only those supervisors who possess personal and professional qualifications which will help to maintain and improve our public relations should be appointed for this work.

RECOMMENDATION #3: It is recommended that the practice of having part of the practicum course during the period of practice teaching be discontinued for the following reasons:

1. It tends to destroy the interest and effectiveness of the practicum beginning with the seniors' return.
2. Four out of five of the practicum teachers and the majority of the students do not like the arrangement. I think it is only good administration to keep faculty and students happy whenever possible.
3. The people from South Jersey particularly are put to great inconvenience and expense.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]

the School Year, 1954-1955		Failure	Average	Average	Above Average	Excellent
Personal Fitness	Secondary Teaching		11	5	5 5 5 5 5 5 111	5 5 5 5 11
	Elementary Teaching			5 5 5 1	5 5 5 5 5 5 1	5 5 5 5 5 11
Professional Attitude	Secondary	1		5 11	5 5 5 5 1	5 5 5 5 11
	Elementary		111	5 1111	5 5 5 5 5 5 5	5 5 5 5 5 5 11
Classroom Management	Secondary	1	1	5 5 1111	5 5 5 5 5 5 1	5
	Elementary	1	11	5 5 5 5 1111	5 5 5 5 5 5 11	5 5 5
Instructional Skill	Secondary			5 5 1111	5 5 5 5 5 5	5 111
	Elementary		11	5 5 5 5	5 5 5 5 5 5 5 5	5 5 11
Results With Children	Secondary	1	1	5 5 1	5 5 5 5 5 5 111	5 1
	Elementary		111	5 5 5 5 5 1	5 5 5 5 5 5 5 1111	5 5 5 5 1

4. The sessions as we ran them for three continuous hours became rather tiresome.
5. When a student is compelled to be absent from one of these sessions, it is equivalent to missing three days' work.
6. Finally, it is almost impossible to plan any consistent work under the present arrangement. The result is the danger of much overlapping and no worthwhile conclusions.

RECOMMENDATION #4: It is recommended that more attention be given to the placement report in the distribution of majors in various subject matter departments. The number should be determined as a result of the number of requests which come in. We never have enough candidates for Mathematics, Science, and Music. Therefore, the numbers in these departments should be increased.

RECOMMENDATION #5: Since we serve the entire state, every effort should be made in the selection of Freshmen to have the entire state represented as fully as possible, provided requirements for admission are satisfactory.

RECOMMENDATION #6: Procedures should be set up to bring to the attention of transfer students and those working toward certification the opportunity for observation in the laboratory school. One such student reported that she had never heard of a laboratory school on the campus or that observation was permitted.

RECOMMENDATION #7: Our undergraduate Integration classes this year are overcrowded. To prepare our graduates professionally, these classes should be held to a maximum of thirty. Many of them at present are around forty in number. The same situation is found in a number of our graduate classes. Again the best results are obtained when these classes are limited to twenty-five or thirty.

Respectfully submitted,

W. Scott Smith

W. Scott Smith
Acting Head of
Integration Dept.

New Jersey State Teachers College at Montclair

Department of Foreign Languages

Report to the President
Academic Year
1954 - 1955

New Jersey State Teachers College at Montclair

Department of Foreign Languages

Trends in Modern Foreign Languages

The year covered by this report saw a continuous growth of interest in the teaching of foreign languages in the elementary school. Hackensack voted to start Spanish in all schools, grades I through IV; Passaic, French, grade I in two schools; Bloomfield is continuing sporadic programs in French and Spanish in different schools. Fair Lawn conducted a summer experiment in French with a view towards introducing foreign language instruction in the grades. Twenty 3rd grade students were taught French one hour a day for 6 weeks. The results were evaluated at the end of the project. These are just a few of the towns which are planning to introduce foreign language instruction in the grades.

This interest cannot be ignored. We are proud that we at Montclair had sufficient foresight to prepare for what we saw coming. We regret, however, that we lost one of our teachers to this new movement. Miss Filomena Peloro resigned as of July 1955 to become Supervisor of Foreign Languages in the Elementary Schools in Hackensack. Five of our June graduates have been engaged as special teachers of foreign languages in the elementary school -- three in Hackensack (Spanish), one in Somerville (Spanish), and one in Kodiak, Alaska (French). The summer experiment in Fair Lawn was conducted by one of our graduates who became interested last year in the teaching of foreign languages in the grades. Many of our other graduates were given contracts in the elementary schools, in which they are now teaching, because of their foreign language major. Our work in the field has been recognized in the state and in the nation as a whole. I was asked to be a member of the Advisory Committee for the preparation of "The Course of Study for the Teaching of Conversational French to Third Grade Children," published by the Modern Language Association of America.

This year also saw renewed interest in the teaching of foreign languages in high schools and colleges. There were many positions for teachers of French and Spanish in combination, German, and Latin, which we could not fill.

However, the registration in the Department of Foreign Languages at the college for the year 1954-55 showed little increase. This may be due to the fact that in the high schools of New Jersey an offering of two years of foreign language is the rule rather than the exception. The students feel unsure of themselves after such meagre diet. It is obvious that only the exceptional student coming to us with only two years background can be prepared to teach in high school with no more than 30 hours in his major.

From data secured for the year 1952-53, the Modern Language Association of America reports that though 100 per cent of the high schools in New Jersey offered a modern foreign language, 79.2 per cent of the students dropped that study after the second year. A state to state comparison of current enrollment shows New Jersey to be one of three states providing modern foreign language instruction in all high schools, but New Jersey ranks 10 in keeping the students more than 2 years. There is hope, however, that we

New Jersey State Teachers College at Montclair

Department of Foreign Languages

Trends in Modern Foreign Languages

The year covered by this report saw a continuous march of interest in the teaching of foreign languages in the elementary school. Additional votes to start Spanish in all schools, grades I through IV; German, French, grade I in two schools; Slovak in a continuing experimental program in French and Spanish in different schools. This term common a summer experiment in French with a view to a future introducing foreign language instruction in the grades. Twenty had grade six begin the study of French one hour a day for 5 weeks. The results were not known at the end of the project. These are just a few of the items which are planning to introduce foreign language instruction in the grades.

This interest cannot be ignored. We are proud that we at Montclair had sufficient foresight to prepare for what is now coming. We regret, however, that we lost one of our teachers in this new venture. Miss Filomena Palone resigned as of July 1 to become supervisor of Foreign Languages in the Elementary Schools in Montclair. Five of our time graduates have been employed as special teachers of foreign language in the elementary school -- three in Hackensack (Spanish), one in Leonville (German), and one in Rodlok, Alaska (French). The experiment in Fair Lawn was conducted by one of our graduates who was teaching the entire year in the teaching of foreign languages in the school. Many of our other graduates were given contracts in the elementary schools, in which they are now teaching, because of their foreign language ability. Our work in the field has been recognized in the press and in the mind as a whole. I was asked to be a member of the advisory committee for the preparation of "The Course of Study for the Teaching of Conversational French to Foreign Children," published by the Modern Language Association of America.

This year also saw renewed interest in the teaching of foreign languages in high schools and colleges. There were many positions for teachers of French and Spanish in continuation, German, and Latin. Which we could not fill.

However, the registration in the Department of Foreign Languages at the college for the year 1944-45 showed little increase. This may be due to the fact that in the high schools of New Jersey an effective of two years of foreign language is the rule rather than the exception. The students feel unsure of themselves after such meager diet. It is certain that only the professional students coming to us with only two years preparation are prepared to teach in high school. Its no more than to make in a major.

From data secured for the year 1944-45, the Modern Language Association of America shows that in France 100 per cent of the high schools in the Terror offered a modern foreign language, 75.7 per cent of the students studying that study after the second year. A white to state some plans of another enrollment among New Jersey to be one of these states providing modern foreign language instruction in all high schools, but the Terror result is keeping the students more than 2 years. There is hope, however, that we

shall be able to continue to draw for Montclair some of the third or fourth year students; many are attracted by our foreign student exchange program. We must publicize our exchange program more fully and perhaps change our first year offering to meet the needs of the students coming to us now after only 2 years of foreign language study in the high schools.

Trends in Latin

The trends in Latin closely parallet the trends in modern foreign languages. I asked Dr. Carolyn E. Bock to prepare a statement which I am including here.

"Latin enrollment in the public high schools of the state is on the increase paralleling the rise in enrollments in the schools at the junior-senior high schoollevel. The great bulk of the enrollment in Latin, however, is in Latin I and II, with a loss of some 90.7 per cent in advanced Latin (III-IV) or a continuation rate of only 9.3 per cent, which is a factor limiting Latin enrollments at the college level. Inasmuch as Latin I and II, usually offered in grades 9 and 10, a lapse of at least two years occurs between high school study and college entrance. Only the determined student will pursue Latin in college with this handicap. Even the student with three years of high school Latin recognizes the disadvantage of the time gap in a skill subject.

"Upon investigation it is encouraging to note that all the new junior high schools being constructed in the state are including Latin in their curriculum. This suggests that the Latin teacher in the junior high school may have 5, 4, or 3 sections of Latin I thus giving rise to the need for thinking in terms of training the junior high Latin teacher or a teacher of Latin I and the senior high teacher teaching Latin II, III, and IV. Beginning teachers in particular prefer the junior high Latin I assignment.

"From studies I made, I found the average age of Latin teachers and length of experience indicates the growing need for new recruits to replace teachers retiring as well as those moving out of the state and marrying. Latin and English continues to be the most popular teaching combination, although there are many full time Latin positions. Many school systems have more than one Latin teacher and in some instances extra classes are taught by teachers of other subjects or by married women returning to the classroom. There has been some slight demand for review work or refresher courses as well as additional hours for certification both at the undergraduate and graduate level to offset this loss of contact with teaching materials and methods in Latin.

"Within the college itself there have been greater interest and more inquiries about the Latin major and minor and the possibility of some electives in Latin for the general student.

"The emphasis on liberal arts and humanities in education today focuses attention on the contribution a continuation of language study can make. This is being reflected in the public schools and there is an increasing awareness of the need for training Latin teachers to perpetuate the study of classical languages. To this end better relations have been

small is able to continue to study foreign languages, some of the latter or future year students; many are interested in our foreign student exchange program. As most publicity our knowledge practically nil and perhaps during the first year offering be most the needs of the students coming to us who after only 2 years of foreign language study in the high school.

Trends in Latin

The trends in Latin closely parallel the trends in modern foreign languages. I asked Dr. Dunlap A. Boak to prepare a statement which I am including here.

"Latin enrollment in the public high schools of the state is on the increase paralleling the rise in enrollments in all subjects in the junior senior high schools. The exact body of the enrollment in Latin, however, is in Latin I and II, also a look at some 50.7 per cent in advanced Latin (III-IV) or a participation rate of only 6.0 per cent, which is a factor limiting Latin enrollments in the college level. Included in Latin I and II, usually offered in grades 9 and 10, a loss of at least the years course between high school study and college entrance. Only the outstanding students will pursue Latin in college with this handicap. For the students with three years of high school Latin recognition the strong value of the Latin has in a skill subject.

"Upon investigation it is encouraging to note that all the new junior high schools Latin understated in the state are including Latin in their curriculum. This suggests that the Latin teacher in the junior high school may have 2, 4, or 5 sections of Latin I thus giving rise to the need for thinking in terms of training the junior high Latin teacher or a teacher of Latin I and the senior high teacher teaching Latin II, III, and IV. Beginning teachers in particular prefer the senior high Latin I assignment.

"From studies I made, I found the average age of Latin teachers and length of experience indicates the problem need for new teachers which teachers retiring as well as those moving out of the state and marrying. Latin and Latin II continues to be the most popular teaching contingent, although there are many full time Latin teachers. Many school systems have more than one Latin teacher and in some instances some classes are taught by students of other subjects or by retired women returning to the classroom. There has been some slight demand for on the job or refresher courses as well as additional hours for certification both at the undergraduate and graduate level to offset this loss of contact with recent materials and methods in Latin.

"Within the college itself there have been greater interest and more inquiries about the Latin major and minor and the desirability of some electives in Latin for the general student.

"The emphasis on literary arts and humanities in schoolbook today focuses attention on the contribution a continuation of language study can make. This is being reflected in the public schools and there is an increasing awareness of the need for training Latin teachers to strengthen the study of classical language. To this end better relations have been

effected between the high schools and college as high school Latin teachers are encouraging their students planning to teach to consider a Latin major or minor in college."[1]

Department of Foreign Languages

Enrollment Data for 1954-55

	First Semester					Second Semester			
	101	201	301	402	405	102	202	302	404
French	17	12	8	14		17	14	7	12
Spanish	13	15	8	14	10	12	15	10	10
		300		401			300		
Language		115		27			106		
		101-201		402		102-202			404
Latin		6		7		6			5

Department of Foreign Languages

Staff for the Year 1954-55

Germaine P. Cressey	Associate Professor of French and Acting Chairman of the Department
Teresa de Escoriaza	Associate Professor of French and Spanish
Carolyn E. Bock, PH.D.	Assistant Professor of Latin
Valentine Tonone	Assistant Professor of French
Louis Marck	Instructor of Languages
Filomena C. Peloro	Instructor of Spanish

1. Report of the Latin Department 1954-55, submitted by Dr. Carolyn E. Bock to Germaine P. Cressey.

affected between the high schools and colleges as did those with teachers who encouraged their students planning to teach in secondary or junior or minor in colleges.[1]

Department of Foreign Languages

Enrollment Data for 1930-40

	First Semester						Second Semester			
	1929	1930	1931	1932	1933		1929	1930	1931	1932
French	17	12	8	14			17	14	7	16
Spanish	13	15	9	11	12		14	16	10	12
	30		40				30			
Language	115		97				115			
	1931-1932		1932				1932-1933			1933
Latin	6		7				8			5

Department of Foreign Languages

Staff for the Year 1939-40

Demetrius G. Cretsos	Secretary-treasurer of French and Spanish Division of the Department
Frances M. Blackburn	Secretary-treasurer of French and Latin
Ernest M. Ham, Ph.D.	Associate Professor of Latin
Valentine Tsanos	Lecturer Professor of French
Louis Bryant	Instructor of Spanish
Filomena G. Tenzio	Instructor of Spanish

1. Report of the Latin Department (1931-32), submitted by Dr. Dorothy E. Hope to Demetrius G. Cretsos.

The Language Curriculum

During the absence of Mrs. Mathilda Knecht, the department secured the services of Mr. Louis Marck to teach Language 300. This course, which introduces our students to philology, linguistics, semantics, phonetics and the history of British and American English, is of great value to all the students at the college. We have received inquiries about the content and objectives of this course from many colleges and state teachers colleges throughout the United States. It would seem a step backward to abandon this course. We are very happy that Mrs. Knecht has come back to teach it and bring to it her rich background in the field.

The French Curriculum

The offerings in French were again limited to the required college courses for the major and minor. We were still unable to offer electives because of lack of time in our schedules. Our students need more practice in their language work, and we hope we can develop a good laboratory experience for them, working with the Audio-Visual Aids Department. We had no exchange student during the year 1954-55; however, we received at the college a young lady recipient of a Fullbright Scholarship, coming from the University of Toulouse. She came to us because of her knowledge of Montclair through Miss Jean Dynan, one of our returning exchange students who had spent the academic year 1953-54 at the University of Toulouse. Three students returned from a year of study abroad for their senior year with us and brought contributions to the department, helping conduct conversation classes for freshman. Through Miss Tonone's efforts, a scholarship for the Summer School was offered by Laval University to one of our juniors who spent the summer in Quebec.

The students in French were given ample opportunity for observation and participation in the high school classes. In 1954-55 French was taught in the 8th grade, French II in the 10th and 11th, and French IV in the 12th. Due to the large enrollment in French II in the high school, we had to divide the classes; there were two sections of French II, providing our student teachers with the opportunity to see the language taught at different levels and also in classes of diversified abilities.

The Spanish Curriculum

This year again the Spanish department was able to offer an elective in Spanish literature, Spanish 405, to enrich the cultural background of the prospective teacher of Spanish. We are looking towards the establishment of the Language Laboratory to provide the Spanish majors and minors with opportunities to get more practice in the language and the use of recording devices.

Two of our students returned in February from a year of study in Mexico. They were two of the seven undergraduates in the United States granted a scholarship by the Mexican government. They and Mr. Naughton, who had spent the previous year in Mexico, contributed to the enrichment of the curriculum through informal talks to the students. One girl spent the year 1954-55 at the University of Madrid. She returned in September to complete her work at Montclair.

The Language Curriculum

During the absence of Mrs. Aurelia Lucas, the department resumed the service of Mr. Louis Marck as teach language 300. This course, which introduces our students to linguistics, phonetics, morphology and the history of British and American English, is of great value to all the students at the college. We have received favorable comment the content and objectives of this course from many colleagues and from teachers outside throughout the United States. It would seem a step backward to abandon this course. We are very happy that Mrs. Aurelia has come back to teach it and bring to it her rich background in the field.

The French Curriculum

The offerings in French were quite limited to the required college courses for the major and minor. We are still unable to offer electives because of lack of time in our schedule. Our students need more practice in their language work, and we hope we can develop a good laboratory experience for them, working with the Audio-Visual Aids Department. We had no exchange student during the year 1954-55; however, we welcomed at the college a young lady resident of a Parisian boarding in, coming from the University of Toulouse. She came to us because of her knowledge of Mandarin Chinese from Yenn Ching, one of our returning graduate students who had spent the academic year 1952-54 at the University of Toulouse. Three students returned from a year of study abroad for their senior year with us and brought contributions to the department, bringing contemporaneous classes for freshmen. Through Miss Toomey's efforts, a scholarship for the Summer School was offered by Laval University to one of our juniors who spent the summer in Quebec.

The students in French were given ample opportunity for observation and participation in the high school classes. In 1954-5 French was taught in the 8th grade, French II in the 10th and 11th, and French IV in the 12th. Due to the large enrollment in French II in the high school, we had to divide the classes; there were two sections of French II, providing our student teachers with the opportunity to see the language taught at different levels and also in classes of diversified abilities.

The Spanish Curriculum

This year again the Spanish department was able to offer an elective in Spanish literature, Spanish 205, to review the cultural background of the productive teacher of Spanish. We are looking forward the establishment of the Language Laboratory to provide the Spanish majors and minors with opportunities to get more practice in the language and the use of recording devices.

Two of our students returned in February from a year of study in Mexico. They were two of the seven undergraduates in the United States granted a scholarship by the Mexican government. They and Mr. Sanchez, who had spent the previous year in Mexico, contributed to the enrichment of the curriculum through informal talks to the students. One girl spent the year 1954-55 at the University of Madrid. She returned in September to complete her work at Saint Louis.

Three classes were taught in the high school. Spanish I in the 9th grade, Spanish I in the 10th grade, and Spanish III in the 11th grade, providing two very different sections of Spanish I for observation and participation. Miss Peloro taught Spanish 402 and correlated with great success the method and grammar course with the work in the high school.

Latin Curriculum

Enrollment in college classes remained very low since there was no major and few who selected Latin as a minor. There was a loss of three advanced students who transferred to other schools. Advanced registration in the Spring showed a marked gain for the coming year.

Because of the small enrollment in the college and the need for a teacher of Latin I and II in College High, it was necessary to combine classes at the college level. This alternation of courses permits the student to complete the courses required. The College High classes also permit opportunity for observation for the Latin major and minor.

During the second semester, an hour a week was given to a non-credit refresher course for freshmen planning to begin their Latin minor in the Fall of 1955. It attracted, however, only the students with three and four years of high school Latin who did not want their skill to decline during the freshman year when they were taking no Latin. It did not attract or channel the good two year high school Latin student who is a potential to draw upon and develop.

The Summer School

In the summer of 1954, we offered a course on the teaching of Foreign Languages in the Elementary School and a course in French Civilization for the Elementary School and Spanish Civilization for the Elementary School. The enrollment was not encouraging; the results were excellent. In these courses materials were gathered which, when organized later, enabled us to prepare our "Guide for the Teaching of French in the Elementary School."

In the summer of 1955, we were asked to repeat the course on the teaching of Foreign Languages in the Elementary School. The Board of Education of Hackensack paid the tuition for the three teachers who had been given a contract to teach Spanish in the grades. One student came from Teachers College, Columbia University. She needed the course prior to her being engaged by Somerville as a special teacher of French in the grades. Three of our undergraduates took advantage of this opportunity to prepare themselves to teach French or Spanish in the Elementary School. The course started with an enrollment of 11; because of the needs of the students, 10 thrid grade pupils were brought daily to the college to be taught Spanish. A recording of the achievements was made at the end of the six-week period.

Department Activities

Laboratory Day--October 6

The first activity involving the whole department was the sponsoring of the Foreign Language Laboratory Day held at the college on October 6, 1954. Dr. Carolyn Bock acted as chairman of the project. Two hundred teachers spent the day at the college studying the material which we had collected. It was a very successful venture. We are still receiving letters

Three classes were taught in the high school. Spanish I in the 9th grade, Spanish I in the 10th grade, and Spanish III in the 11th grade, providing two very different sections of Spanish I for elementary participation. Miss Palomo taught Spanish 4A and corrected also great excess the method and pronounce courses with the work in the high school.

Latin Curriculum

Enrollment in colleges of Latin remained very low since there was no major and few who selected Latin as a minor. There was a loss of three advanced students who transferred to other schools. Advanced registration in the Spring showed a revival for the coming year.

Because of the small enrollment in the college for the need for a teacher of Latin I and II in College Hall, it was necessary to combine classes at the college level. This situation of course penalizes the student to complete the courses required. The College Hall classes also permit opportunity for observation for the Latin major and minor.

During the second semester, an hour a week was given to a non-credit refresher course for freshmen planning on taking Latin before in the Fall of 1952. It attracted, however, only the students with three and four years of high school Latin who did not feel their skill to continue during the freshman year when they are taking on Latin. It did not attract or channel the good two year high school Latin student who is a potential to grow upon and develop.

The Summer School

In the summer of 1951, we offered a course on the teaching of Foreign Languages in the Elementary School and a course in French civilization for the Elementary School and special skill drill for the elementary school. The enrollment was not encouraging; the results were excellent. In these courses materials were gathered which, when organized later, worked to prepare our "Guide for the Teaching of French in the Elementary School."

In the summer of 1952, we were asked to repeat the course on the teaching of Foreign Languages in the Elementary School. The board of Education of Hackensack paid the tuition for the three teachers who had been given a contract to teach Spanish in the grades. One student came from Trenton College, Columbia University. She needed the course credit to her being managed by Somerville as a special teacher of French in the grades. These of our undergraduates took advantage of this opportunity to prepare themselves to teach French or Spanish in the Elementary School. The course served with an enrollment of 11; because of the need of the students, 10 third grade pupils were brought daily to the college as the teach Spanish. A recording of the active meets was made at the end of the six-week course.

Department Activities

Laboratory Day--October 6

The first activity involving the whole department was the appointing of the Foreign Language Laboratory for held at the college on October 6, 1954. Dr. Carolyn Hook acted as chairman of the project. Two hundred teachers spent the day at the college studying the Rockefeller Union as had collected. It was a very successful venture. We are still receiving letters

of congratulations, expressions of gratitude from the teachers who had been served and inquiries on our next project from exhibitors. It seems an excellent way to reach the teachers in the field and be of service to them.

Christmas Program

The department prepared a Christmas program which was enjoyed by the whole group. It is one of the few times when the three language clubs can come together and share in a common experience.

Activities of the Latin Department

Installation of Eta Sigma Phi Chapter

Twelve students were initiated in January at the installation of the Eta Sigma Phi Chapter on campus by Dr. Lilian B. Lawler, national officer.

Two students were sent as delegates to the national convention of Eta Sigma Phi at Fredericksburg, Virginia.

New Jersey Classical Association Meeting

The Latin Department was host to the winter meeting of the New Jersey Classical Association.

Junior Classical League

The high school classes sent 12 delegates to the Junior Classical League meeting at Trenton. Two students served as chairman and secretary to a workshop at the state meeting.

Field Trip to the Newark Planetarium

Dr. Carolyn Bock was very active. She spoke to the Newark Foreign Language Teachers in December, to the Glen Ridge High School Latin Club, and at the annual initiation of Bloomfield High School Latin Club in March. She attended professional meetings -- the New Jersey Education Meeting at Atlantic City, the New Brunswick meeting in May, the North East Conference on the Teaching of Foreign Languages in New York, the Latin Institute of the American Classical League, and the Eta Sigma Phi Convention at Fredericksburg, Virginia. Dr. Bock served as consultant to Latin teachers at the annual workshop of suburban Philadelphia secondary school teachers in June, to Latin teachers at the Camden Institute in October, to the Latin Conference sponsored by the State University of Iowa in June.

Dr. Bock also read a paper at the Classical Association of Atlantic States in November. She wrote an article for the New Jersey Guidance News Letters and published an article in Classical Weekly, March 14, 1955. She is assistant editor of the New Jersey Classical Bulletin and a member of the New York Classical Club.

of conversations, expressions of gratitude from the members who have been served and insistence on our need regular from politicians. It seems an excellent way to reach the members in my field and be of service to them.

Conference Program

The conference program a continuing issue, which was opinion to the whole group. It is one of the other one the issue interest those can come together and share it - another conference.

Activities of the Latin Department

Installation of Phi Alpha Tau Chapter

Twelve students were initiated as members of the installation of the Phi Alpha Tau Chapter of Latin by Dr. William D. Taylor, national president.

The students were met as delegates to the national convention of the Phi Alpha Tau at Fredericksburg, Virginia.

New Jersey Classical Association Meeting

The Latin Department was host to the spring meeting of the New Jersey Classical Association.

Junior Classical League

The high school classes can be delegates to the Junior Classical League meeting at Trenton. The students served as discussion and reporting to a workshop at the state meeting.

Field Trip to the Lincoln Planetarium

Dr. Carolyn Dean was very in the. She spoke in the Lincoln Planetarium Conference in December, on the new slide show Ancient Latin Site, and at the annual initiation of Alpha Tau, Junior Latin Club in March. She gave several presentations on the New Jersey Classical Meeting of January 1979, the Classical Association of Ohio, the Penn Lang Conference on the Teaching of Foreign Languages in New York, the Latin Institute of the American Classical League, and the Ohio Classical Conference of Professionally Trained. Dr. Dean served as consult on Latin textbook teachers of the school curriculum of Hunterdon Philanthropic Educational Center in Trenton, as Latin teacher at the Lincoln Planetarium in Princeton, as the Latin Contest as sponsored in the Mercer Commission of Trenton.

Dr. Dean also read a paper at the Classical Association of Atlantic States in November. She spoke on Latin the New Jersey Classical Association and published an article in Classical Journal, March 1, 1979. She is assistant editor of the New Jersey Classical Journal and a member of the New York Classical Club.

Dr. Bock was elected to Who's Who in American Humanities, to the Executive Committee of the American Classical League and to the Executive Committee of the Classical Association of Atlantic States.

Dr. Bock was also active in the community serving as treasurer to the evening group of the A. A. U. W., Montclair Branch and as a member of the Education Committee of the First Methodist Church in Montclair.

Activities of the Spanish Department

Programs

The Spanish Department presented programs of Spanish dances in three high schools and provided a program for the winter meeting of the New Jersey Modern Language Teachers' Association held in March on campus.

Field trips

Miss Escoriaza and Miss Peloro conducted three field trips to New York -- one to a Spanish restaurant and Spanish dance recital, one to the Spanish Museum and a Spanish movie, and one to the annual Spanish play given by a group of professors of Spanish from Columbia, Bernard and New York University. Miss Escoriaza and Miss Peloro also took students to some of the lectures and programs at the Hispanic House of Columbia University, which they attended. Both Miss Escoriaza and Miss Peloro attended meetings of the New Jersey Modern Language Teachers Association in Atlantic City and in New Brunswick.

Miss Escoriaza directed the work of the Spanish students abroad and advised the returning student, Mr. Naughton, on the writing of the thesis which he presented to the Spanish Department for approval and granting of graduate credits. During her stay in Spain this summer, Miss Escoriaza had three interviews with the Director of the Residencia to obtain residence for our students in Madrid and make financial arrangements. She also interviewed the Secretary of the University of Madrid to plan the courses for Mr. Kelly and Mr. Woodford.

Miss Escoriaza and Miss Peloro also were active in the community, serving as consultants for various programs and loaning costumes to schools. Miss Peloro repeated her Spanish courses in the Adult School of Montclair.

Activities of the French Department

French Club Tea

The French Club invited students of French of 20 high schools in the vicinity to a tea on campus to meet the young student from France, Miss Nogues. The Department was host to 100 high school young people that day.

Christmas Projects

Under the leadership of Miss Tonone, used Christmas cards were collected and sent to schools, orphanages, hospitals in France, the West Indies and Formosa.

Dr. Cook was elected to Phi Beta Kappa in his junior year, in the Executive Committee of the Business Students Council and in the Executive Committee of the Classical Association of Illinois Colleges.

Dr. Cook was also active in his community serving as treasurer of the Wheaton group of the A. A. U. W., Scottish Rite, and as a member of the Education Committee of the Elgin Executive Church in Schenectady.

Activities of the Student Government

Finances

The Student Government presented questions of finance which seemed to stand high priority and provided a solution for the school year of the Dr. Jersey Western Laboratory Personnel Association which in turn on Brown.

Field Days

Miss Dorothy Hopkins Taylor presented Field Days on May 1st — the 1st a Tuesday morning, and the second Friday morning, and in the morning afternoon and a Saturday morning, and then on the second Saturday in a school of professors of English from Chicago, Harvard and the New York City. Miss Dorothy and Miss Taylor also were assistant to Dean of the Department and practices in the Atlantic Ocean of Atlantic University, which was attended. Both Miss Dorothy and Miss Taylor attended conferences of the New Jersey Women Laboratory Personnel Association in Atlantic City and in New Brunswick.

Miss Dorothy Hopkins the dean of the Junior Women's Council has helped the Junior Council, Mr. Hopkins, in the writing of the Junior which be presented to the Junior Conference the Council of Student of Student Council. Taylor has been in Junior Council Miss Taylor and Miss Hopkins left the Junior Council to be Junior Conference of the Junior Council. Miss also interviewed the Junior Council of the University of Michigan in the courses for Mr. Kelly and Mr. Hopkins.

Miss Dorothy and Miss Taylor also have active in the Community, working in organizations for Junior Women and leading discussions in Sunday. Miss Taylor presented her Junior Council to the Junior Council of Michigan.

Activities of the Women Conference

French Club

The French Club initiated students of French of 30 high schools in the vicinity to a tea in honor to meet the group visitor from France, also Norway. The Importance of French is for high school group-people have say.

Girl-Dance Program

Among the Lakeshore Women Junior, and Girl-Dance Program Junior Council followed and work to schools, conferences, Lakeshore in Trying, the Junior Ladies and Women.

Toys were collected and sent to a French kindergarden. The high school and college students participated in these projects.

Spring Project sponsored by Miss Tonone

With the cooperation of the high schools of Verona, Passaic and Princeton, our students collected flower seeds for the gardens of the emergency village of Emmaus, a slum clearance program promoted by the Abbe Pierre.

The department was also called upon to provide costumes for high schools in the vicinity and acted as consultant on the planning of programs.

Besides being advisor to the French Club, Miss Tonone acted also as advisor to the Newman Club, sponsoring its "Thanksgiving Basket Project." She repeated her evening courses at the Adult School of Montclair.

As Acting Chairman of the Department, I attended all professional meetings of the Modern Language Teachers Association and the American Association of Teachers of French. I was asked to take part in the many activities listed below:

Participant in the Workshop conducted by the Modern Language Association, September 16-17-18. Fourteen leaders in the preparation of teachers of foreign languages in the grades were brought together to study the problems of training teachers of foreign languages for the elementary schools.

Member of a national committee on audio-visual aids for the teaching of French in the elementary school. The outline was published in French Review, May 1955.

Member of a committee on the Role of Literature in the Teaching of Foreign Languages.

Consultant to the Teachers of Foreign Languages at Camden Institute in October.

Consultant to Fair Lawn on the summer project on the teaching of French in the 3rd grade.

Consultant to the Bergen County FLES Incorporated.

Consultant to the Verona P.T.A. group investigating the introduction of foreign language instruction in the grades.

Speaker at joint luncheon meeting of the New Jersey Modern Language Association and New Jersey Classical Association.

Speaker at a Verona P.T.A. meeting in January.

Member of panel on the Role of Literature in the Teaching of Foreign Language at the North East Conference on the Teaching of Foreign Languages, held in New York City in April.

Tape were collected and sent to a French laboratory. The high school and college students participated in these interviews.

Spring Project prepared by Miss Hodge

With the cooperation of the high schools of Tacoma, Pasadena and Tribecton, our students collected library books for the students of the mountain village of Zermes, a site otherwise totally unknown to us. Also Pierre.

The department was also called upon to provide cookbooks for high schools in the vicinity and helped to conduct an inventory of cookbooks.

Meetings being offered to the French Club, the Spanish Club also asked for to the Russian Club, accepting the "Conversation Spanish Project," the requested for evening courses in the Adult School of Tacoma.

As Acting Chairman of the Department, I attended all professional meetings of the Modern Language Teachers Union and the American Association of Teachers of French. I was asked to view part in the early activities listed below:

Participant in the Workshop conducted by the Modern Language Association, September 16-17-18. Provided leaders in the experimentation of teaching of foreign languages in the public high schools. Worked in the problems of training teachers of foreign languages for the elementary schools.

Member of a national committee on audio-visual aids for the teaching of French in the elementary school. The outline was published in French Review, Nov 1957.

Member of a committee on the role of interviews in the teaching of foreign languages.

Presentation to the teachers of foreign languages in Pomona Institute in October.

Consultant to Fair Lane on the school project on the teaching of French in the 3rd grade.

Consultant to the Pomona County Elk Improvement.

Speaking to the Tacoma P.T.A. group interpreting the importance of foreign language instruction in the grades.

Speaker at junior language meeting of the Los Angeles Modern Language Association and Los Angeles Classical Association.

Speaker at a Tacoma P.T.A. meeting in January.

Member of panel on the role of libraries in the teaching of foreign languages at the North East Conference on the teaching of foreign languages, held in New York City in April.

Director of the editing of our Guide for the Teaching of French in the Elementary School, Grades I-II-III-IV.

Member of National Advisory Committee to the Modern Language Association for the Teachers Guide for Beginning French in Grade III, published by the Modern Language Association in September.

We kept our excellent relations with the Alliance Francaise of Montclair. The Alliance made two small grants to students of the department and a large contribution to the Margaret B. Holz Foreign Exchange Fund.

Recommendations

Because of the trends in the teaching of foreign languages in the high schools of New Jersey, as stated in the beginning of this report, may I recommend:

1. The introduction of electives in both French and Spanish to prepare our students more adequately as special teachers of French or Spanish in elementary school.

2. The introduction of first year French and first year Spanish courses as soon as is practicable to enable our majors to have a foreign language minor.

3. The consideration of the request by Latin majors and minors for an elective entitled, "High Schools Authors" to be added to the present offerings.

4. The investigation of the possibility of offering extension courses n "Materials and Methods for the In-Service Teacher" to help the teachers who are returning to the profession after a prolonged absence.

5. The establishment of a workable laboratory with time provided on the schedule of the teacher in charge.

6. The establishment of a Foreign Language Wing in the building as soon as is practicable. We would profit greatly by having our own rooms, with a iano, where rehearsals could be held, where our visual material could be set up to provide the necessary atmosphere.

May I also earnestly recommend that Mrs. Mathilda Knecht be promoted from Instructor to Assistant Professor of Foreign Languages. When we had to find someone to teach her classes this year, her unusual qualifications were brought out still more clearly. We could find no one combining with her knowledge of foreign languages and Linguistics a mastery of methods of teaching foreign languages in the High School. Her clear mind, her fine scholarship, her excellent teaching, her leadership in the General Education Committee of the New Jersey Curriculum Commission have fully qualified Mrs. Knecht for this adjustment in rank.

Respectfully submitted,

Germaine P. Cressey

Germaine P. Cressey

Director of the Office of our Union for the Promotion of Peace in the Commonwealth Council, Trades I-II-III.

Member of Ministry Committee to the Modern Languages Association for the Teachers Guide for Industrial Trade in Grade III, published by the Modern Languages Association in Germany.

We feel our excellent relations with the Alliance Francaise of Montreal. The Alliance made the small grants to students of the Secondary and a large contribution to the Warnerat T. Dale Trophy Fencing Fund.

Recommendations

Because of the trends in the teaching of foreign languages in the Province of New Jersey, as stated in the Appendix of this report, my I recommend:

1. The introduction of electives in Dual French and Spanish to improve our students more completely as special teachers of French or Spanish in elementary school.

2. The introduction of first year French and first year Spanish courses as soon as is practicable to enable our pupils to take a foreign language earlier.

3. The consolidation of the second or two-year course for an elective subject, High School Language, to be added to the present offerings.

4. The investigation of the possibility of offering extension courses & Materials and Methods for the In-service Teacher so that our teachers who are returning to the profession after a considerable absence.

5. The establishment of a modern laboratory with the provision of the schools of the teacher in charge.

6. The establishment of a foreign language film in the curriculum as soon as is practicable. We would gladly welcome it in our school, with a film, where tomorrow would be held, where our visual material would be set up to provide the necessary atmosphere.

May I also earnestly recommend that the Matilda Kenny be granted from Instructor to Assistant Professor of Foreign Language. Some of the 1st courses to teach her classes this year, increased qualifications are sought but will more clearly. It would find to our benefit all the Instructor of Foreign Language and Literature a member of Language Forum Language in the High School. May also add, the Film Laboratory. May so-called teaching Conversation have fully realized Mrs. Kenny for this in-lusiveness in room.

Respectfully submitted,

Gerhard F. Dynney

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

DEPARTMENT OF MATHEMATICS

Report to the President
Academic Year
1954-1955

I. General trends.

The mathematics department is eagerly looking forward to having better facilities in the new class room building for the training of mathematics teachers for the secondary schools. Plans should now be made for a good high school building properly devised and equipped for demonstration teaching. The lack of such a building severely handicaps the program of teacher education in mathematics.

Two changes in the personnel of the department occured this year. Mr. Kays resigned in July to accept a position with the IBM Company. The position of assistant professor was accepted by John Schumaker from Grinnell College, Iowa. He has the M. A. degree in mathematics from the University of Illinois and has done some work toward the Ph. D. degree at Northwestern University. Mr. Clifford returned from a year's leave of absence spent in Europe as outlined below. Mrs. Vera B. Davis, M.A. University of Chicago, taught in the department during the academic year 1954-55.

II. Departmental data.

	Undergraduates					
	Majors		Minors		Total	
1954	Oct. 1	Feb. 1	Oct. 1	Feb. 1	Oct. 1	Feb. 1 1955
Freshmen	36	32	7	5	43	37
Sophomores	22	20	4	3	26	23
Juniors	21	21	2	0	23	21
Seniors	19	19	0	0	19	19

Graduates June 1955
Master of Arts Degree conferred on:

Margaret J. Cotter, Pauline N. Laferrera, Ramon F. Steinen,
M. Grace DiMaggio, Robert M. Lynch, Gwendolyn B. Wenman
Hilda, Feist,

Staff Load

	Fall Term	Total S.H.
Dr. Davis:	CHS Math. 10, 301, 401	15
Mr. Kays:	CHS Math. 11, 201, 402, 408	15
Dr. Meserve:	CHS Math. 12, 201, 300 (2 sec.), 400	15
Mr. Humphreys :	CHS Math. 7, 400, 477(2 sec.)	14
Mr. Steinhart:	CHS Math. 9, 101, 300 (2 sec.),400(2sec)	16
Mrs. Davis:	CHS Math. 8, 101, 400 (2 sec.)	12

[illegible]

[illegible]

[illegible]

Fall term - Part-time Graduate Division

Davis, 515; Meserve, 410; Humphreys, 400; Kays, 510C

Spring term		Total s.h.
Dr. Davis:	CHS Math. 10, 302, 403	15
Mr. Humphreys:	CHS Math. 7, 308, 404, 477(2 sec),Int403	16
Mr. Steinhart:	CHS Math. 9, 101, 102, 300	14
Dr. Meserve:	CHS Math. 12, 202, 405, 403	15
Mrs. Davis:	CHS Math. 8, 102, 300	10
Mr. Kays:	CHS Math. 11, 101, 300, 477, 403	15

Spring term - Part-time Graduate Division

Davis, 510C; Kays 524; Meserve, 407; Humphreys, 506

Summer term

Davis, 516; 503; Humphreys, 400, 477; Kays, 300, 509B

III. Individual Staff Reports
Report by David R. Davis

State and Local Committee Membership

1. General Education Committee
2. Mathematics Curriculum Committee (chairman)
3. State Personnel Committee
4. Subcommittee on Equivalences
5. Executive Committee for Teachers Colleges
6. Committee on Articulation of Mathematics (State wide committee)
7. College Curriculum committee
8. Teachers Pension and Annuity Fund (committee of one)
9. Graduate committee
10. Administrative Council

Each of these committees was quite active during the present year with the number of meetings ranging from 3 to 7 except for the administrative council which is scheduled for one hour weekly.

National, State, and Local Conventions (1954-55)

1. Meeting of college teachers at Rutgers University, New Brunswick, 3 pm, Friday, October 8, 1954. Dr. Davis served on a discussion panel dealing with the topic: How to Improve the Articulation of Mathematics at the college and secondary level.
2. Ground breaking ceremony for new class room building,Oct. 13.
3. Meeting of Council of State Employees at Newark, Oct. 14.
4. Delegate to annual convention of State Teachers Pension and Annuity Fund, October 16.
5. Career Day at Leonia High School, Leonia, N.J., November 23. Invited as a guest speaker.
6. N.J. Association of Mathematics Teachers at Rutgers U.,Jan. 8.

7. Kappa Mu Epsilon dinner meeting at Hotel Suburban, Jan. 20.
8. Conference with training teachers for student practice teaching in mathematics, January 21.
9. Convention of National Council of Teachers of Mathematics at Teachers College, Columbia University, March 26.
10. National Convention of NCTM at Boston, Mass., April 14-16.
11. Metropolitan meeting of the Mathematical Association of America at Queens College, Flushing, N.Y., April 30, 1955.
12. Convention of N.J. Mathematics Teachers, Rutgers Univerity, May 7.
13. Phi Beta Kappa dinner, First Baptist Church, Montclair, May 9.
14. Reunion of 1940 class of MSTC and dinner, Chapin Hall, May 14.

Student Advisory Work

1. Kappa Mu Epsilon (Aphesteon) for honor students majoring in mathematics.
2. A delegation of the mathematics faculty (4) and students (14) attended a special IBM lecture and demonstration at 57 Madison Avenue, New York, at 8 pm November 5, 1954.
3. CHS Back to school night, December 1, 1954.
4. Advisor of student committee for the annual dinner meeting and program on January 20, 1955.
5. College advisory work for 16 students.

Addresses

1. On the Articulation of Mathematics at the College and Secondary Level, Rutgers University, October 8, 1954.
2. The Need for Mathematics in the professions, trades, business and industry, November 23, Leonia High School.
3. Teaching Mathematics at CHS, December 1, 1954.
4. Training teachers of Mathematics for the Secondary Schools, March 26, NCTM meeting at Columbia University.
5. The Recruitment of Teachers of Mathematics, April 30, Am. Math. Assc. Meeting at Queens College, Flushing, N.Y.

Publications

A revised edition of Modern College Geometry was published by Addison-Wesley Publishing Company in 1954.

A second revision of Introductory College Mathematics for Ginn and Company is making slow progress due to transcontinental correspondence with the co-author, Dr. Milne of Oregon State College.

Recognition - Past and Present

Biographical sketches are now included in Who's Who in the East, Who's Who in American Education, Who's Who in New Jersey, American Men of Science, International Who's Who, and Phi Beta Kappa Directory.

Report by Paul C. Clifford

During the year Mr. Clifford was on leave, having been appointed as consultant on Statistical Quality Control to the Organization for European Economic Co-operation by the Foreign Operations Administration of the U.S. State Department. Two interim reports and a final report on this activity have been delivered to the administration. The following is a brief resume.

[illegible] I

7. [illegible]
8. Conferences with [illegible] students [illegible] in mathematics, January 21.
9. [illegible]
10. [illegible]
11. [illegible]
12. [illegible]
13. [illegible]
14. [illegible]

Student Advisory Unit

1. [illegible] in mathematics.
2. [illegible]
3. [illegible]
4. [illegible]
5. College advisory [illegible]

Addresses

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

Publications

A revised edition of [illegible]

[illegible]

[illegible]

Report by Paul G. Clifford

During the year Mr. Clifford [illegible]

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As consultant Mr. Clifford conducted semininars, courses, gave lectures for scientific and management organizations in some ten countries in Europe: Sweden, Norway, Denmark, Germany, England, Netherlands, Austria, Italy, Yugoslavia, France and Turkey. These activities were at three levels:

1. General Lectures for industrial management on the organization, functions and techniques on Quality Control

2. Training programs for industrial personnel. These were conducted with the help of local counterparts.

3. Seminars for teachers of industrial statistics and quality control.

Mr. Clifford had papers on various subjects published in Norway, Denmark, Austria, Germany, during the year. Additional articles are now being published in India and the United Kingdom. Also he is writing a booklet of some 100 pages for the O.E.E.C. "Quality Control in Europe" which is being circulated to the various countries before publication as an official OEEC document.

Out of this project there arose a recognition of several needs. As a result there was organized the First International Conference on Quality Control, which was held in Paris in July 1955. Mr. Clifford was Chairman and presented a paper on "Training in Quality Control". This is now being published by the Institute of Inspection Engineering in the U.K. Secondly there will be an international team on teachers of Quality Control visiting the U.S. in the spring of 1956 under the sponsorship of the International Co-operation Administration. Mr. Clifford has planned the program for this group and will serve the I.C.A. as consultant. Finally there has been organized by the OEEC an "Internation Committee on Quality Control" with representatives from some 15 countries. Mr. Clifford has been nominated by both the I.C.A. and the American Society for Quality Control as the American member of this commission.

During the year Mr. Clifford was elected a fellow of the American Statistical Association. From a casual check on this it appears that he and Dr. Helen Walker of Teachers College are the only fellows employed in the teacher training field. Also he was nominated for membership in the International Statistical Institute. This is restricted to a world membership of 400.

Continued during the year: Editor of the Mathematical Miscellanea department of the Mathematics Teacher. Editor of the problems department of Industrial Quality Control. Member of the Editorial Board of the American Society for Quality Control.

Report by Bruce E. Meserve

Most of the academic activities outside of the classroom are mentioned in the attached list of "Professional meetings and speeches." Two articles and a book review have appeared in print, see list below. Three other articles have been accepted for

publication and a fourth recently requested for consideration for publication. I have also made minor revisions in my forthcoming book FUNDAMENTAL CONCEPTS OF GEOMETRY which is scheduled for publication in November, 1955. (Addison-Wesley Publishing Co.)

During the year Dr. Meserve has served as a faculty advisor for Aphesteon, reviewed 5 papers for "The Mathematics Teacher", criticized the first draft (about 500 typed pages) of the text materials for the tenth grade experimental program being developed at the University of Illinois, and served as chairman ofthe Research committee of the National Council of Teachers of Mathematics, in addition to the activities in the following lists.

Publications

"Decision Methods for Elementary Algebra," American Mathematical Monthly, vol. 62 (Jan.) 1955, pp. 1-8.

"The concept of a literal number symbol," (with Dr. Max Beberman) The Mathematics Teacher, vol. XLVIII (April) 1955, pp. 198-202.

Book review of G. Polya's Induction and Analogy in Mathematics (vol.1) and Patterns of Plausible Inference (vol.2) of Mathematics and Plausible Reasoning, The Mathematics Teacher vol. XLVIII (April) 1955, p. 272.

Professional meetings and speeches

Oct. 8 -- High school college articulation conference at Rutgers University, New Brunswick.

Oct. 11 -- Faculty Institute, New Jersey State Teachers Colleges at Trenton.

Oct. 16 -- New York Society for the Experimental Study of Education, Section 10, Mathematics at Teachers College.

Oct. 30 -- Committee on Contests and Awards, Metropolitan New York Section, Mathematical Association of America, at Teachers College.

Nov. 5 -- New York Section, Mathematical Association of America

Nov. 6 -- Conference on School and College Mathematics at Newton, Massachusetts (Kenyon Plan).

Nov. 10 -- Committee on Contests and Awards, Metropolitan New York Section, Mathematical Association of America, At City College of New York.

Nov. 12-13 -- Committee on the Coordination of Mathematics with Business and Industry, National Council of Teachers of Mathematics, in New York as guests of the New York Stock Exchange (served as secretary).

Nov. 17 -- Presented a 40-minute talk on "Topology" to Aphesteon (our local mathematics honorary).

[illegible]

[illegible]

[illegible]

Nov. 20 -- New York Society for the Experimental Study of Education, Section 10, Mathematics, at Teachers College

Dec. 3-4 -- Editorial Committee for Yearbook "Insights into Modern Mathematics, "National Council of Teachers of Mathematics, in Chicago, Illinois.

Dec. 17 -- Luncheon guest in New York of C. V. Newson (associate Commissioner of Education, New York State) to discuss implications of the Illinois experimental mathematics program relative to a forthcoming New York project on high school college articulation.

Dec. 29 -- Committee on the Coordination of Mathematics with Business and Industry, National Council of Teachers of Mathematics, in New York as guests of Shell Development Company (served as secretary).

Jan. 8 -- Joint meeting of the Association of Mathematics Teachers of New Jersey and the Association of Teachers of Mathematics in New York City, at Rutgers University, New Brunswick.

Presented 45 minute paper -- "The Illinois Experiment in Mathematical Preparation for College" -- to be published in "The New Jersey Mathematics Teacher."

Jan. 21 -- New Jersey Continuation Committee for conference on high school college articulation, at Rutgers University, New Brunswick.

Mar. 3 -- Detroit (Michigan) Mathematics Club

Presented 45-minute speech -- "Trends in Mathematics Education" -- received expenses and honorarium, has good press coverage here and in Detroit, also good response from attenders.

Mar. 4-5 -- Editorial Committee for Yearbook "Insights into Modern Mathematics," National Council of Teachers of Mathematics, in Chicago, Illinois.

Mar. 12 -- Meeting at the home of Dr. William D. Reeve for Dr. Ivan S. Turner, Head of a teachers college in Sidney, Australia.

Mar. 19 -- Joint meeting of the Mathematics Chairmen's Association and the Association of Teachers of New York City, at New York University.

Mar. 25-26 -- New Jersey White House Conference on Education, northern region, at Maplewood.

Mar. 26 -- New York Society for the Experimental Study of Education, Section 10, Mathematics, At Teachers College.

[illegible] 20 — [illegible] [illegible] [illegible]

April 13-16 -- Annual meeting of National Council of Teachers of Mathematics, at Boston, Massachusetts.

Presented 45-minute paper "The Evolution of Geometry"

Organized and presided at sectional meeting of the Research Committee.

Failed by a margin of less than 100 votes to receive election to national office of vice president representing colleges.

Served as chairman of a panel to select a winner for a one thousand dollars research award.

April 30 -- Regional Friends Conference on Education at Montclair.

May 6 -- Meeting of New Jersey State Teachers College Faculties, at Trenton.

May 7 -- Association of Mathematics Teachers of New Jersey, at Rutgers University, New Brunswick.

Elected to serve on the Council.

May 11 -- Committee on the Coordination of Mathematics with Business and Industry, National Council of Teachers of Mathematics, in New York as guests of International Business Machines (served as secretary).

May 20 -- New Jersey Continuation Committee for conference on high school college articulation, at Rutgers University, New Brunswick.

May 21 -- Committee on Contests and Awards, Metropolitan New York Section, Mathematical Association of America, at Teachers College

May 21 -- New York Society for the Experimental Study of Education, Section 10, Mathematics, at Teachers College.

Presented 45-minute talk on "Modern Mathematics and Our Schools."

Summer of 1955

June 12 to July 23, lecturer on Foundations of Algebra at summer institute for high school teachers sponsored by the National Science Foundation at Oklahoma Agricultural and Mechanical College, Stillwater.

August 18 to 25 -- Seventh Annual Institute for Teachers and Professors of Mathematics, sponsored by the Association of Teachers of Mathematics in New England, at Middlebury College, Middlebury, Vermont. Dr. Meserve gave the keynote address on the opening night, "Insights into Modern Mathematics," and led five discussion groups (20 minutes each) on "Interpreting Modern Mathematics for High School Teachers."

August 28-30 -- Summer meeting of the American Mathematical Society and the Mathematical Association of America, at Ann Arbor, Michigan.

[illegible] — [illegible] of [illegible] [illegible] [illegible]

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Report by Roland Humphreys

During the past academic year Mr. Humphreys continued his membership and participation in the activities of the following professional groups: American Mathematical Society, The Mathematical Association of America, The National Council of Teachers of Mathematics, The Central Association of Science and Mathematics Teachers, Section 10 of the New York Society for the Experimental Study of Education, The Association of Mathematics Teachers of New Jersey, The Association for Higher Education of the National Educational Association, The New Jersey Educational Association, The Council of State Employees of New Jersey, The Association of New Jersey State Teachers College Faculties, The M.S.T.C. Faculty Association and the Parent Teacher Association of College High School.

He continued to participate in the activities of the mathematics clubs at M.S. T.C., Sigma Phi Mu and Aphesteon.

He attended a meeting of the teachers of mathematics of New Jersey colleges held at Rutgers University last Fall and some meeting of the Association of the mathematics teachers of New York City.

He continued to serve as Book Review Editor of the New Jersey Mathematics Teacher, the magazine of the Association of Mathematics Teachers.

He also continued to serve as faculty advisor to the Business Manager of the bureau of Student Publications at M.S.T.C.

He served as faculty advisor to the table tennis team, and to the chess club, here at the college. He continued to participate in the work of the seventh grade teachers at College High School, their conferences and reports to parents.

He served as a member of the Admissions committee of College High School

In developing the work of Math 308, this year, he provided for more effective college student participation in the testing, diagnosing, teaching and tutoring of the seventh grade mathematics students. This work received excellent response from both college and high school students.

Community activities have included participation in the activities of the college high school parent-teacher association. He has been a member of the standing committee and chairman of the Education Committee of the First Baptist Church of Montclair. He also joined with a citizen's group who met with the Montclair Board of Commissioners in a discussion of traffic problems of the town.

Report by John A. Schumaker

Attendance at meetings -

Iowa Section of Mathematical Association of America and Iowa Academy of Science, Davenport, Iowa, April 15, 1955.

Institutes for Teachers of Collegiate and of Secondary Mathematics, sponsored by National Science Foundation, held at Stillwater, Oklahoma, June 13-July 22, 1955 including participation in three discussion groups formed voluntarily by members of the institutes.

Annual summer meeting of the National Council of Teachers of Mathematics, Bloomington, Indiana, August 22-24, 1955.

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Graduate Study -

Earned five semester hours credit in the Graduate Extension Division of Oklahoma A. & M. College, Stillwater, Oklahoma for attending National Science Foundation institute for Teachers of Collegiate Mathematics, June 13-July 22, 1955.

Committees -

Elected secretary of Grinnell College Science Division.
Served as Division representative on Scholarship Committee and on Library Committee of Grinnell College.
Served as Mathematics Department representative in Grinnell College Institute for Teacher Education.

Report by Robert F. Steinhart

Education: No courses taken; research related to doctoral dissertation continued.

Articles: Two articles written, not yet published. One related to the teaching of algebra; the other related to the uses of general mathematics.

Meetings: Local and statewide meetings of following professional organizations attended: NCTM, Metropolitan Section of MAA, Mathematics Section of Society for the Experimental Study of Education, Association of Mathematics Teachers of New Jersey.

Extra-curricular activities: Co-adviser of Mathematics Club.

Community activities: Teacher in my congregation's Hebrew School
Air Force Reserve meetings, Jewish War Veterans, Collector for United Jewish Appeal

Tutoring: Six students given private lessons in their homes in Montclair, Clifton, and Caldwell in plane and analytic geometry, elementary and intermediate algebra, calculus, trigonometry, and mathematics of finance.

IV. Recommendations

1. It now appears that the state-wide meeting of the Association of Mathematics Teachers of New Jersey recommended in the Annual Report (1953-54) should be postponed until some convenient time during the academic year 1956-1957, since the new class room building is not likely to be completely ready for such a meeting in the spring of 1956.
2. The Mathematical Department strongly recommends that more freshman students wishing to major in mathematics be admitted to the college in the fall of 1956. In view of the present need for well-trained teachers of mathematics it is entirely unrealistic to fail to accept all the worthy applicants in this field whom we can accomodate without lowering present standards of achievement.

3. In support of recommendations 2, the Mathematics Department strongly urges that a scientific study be made of New Jersey's needs for secondary school teachers in the various fields of teacher training at Montclair, (2) that the quota of entering freshmen for each department then be assigned in proportion to these needs, provided the number of applicants in each case permits.

4. A recommendation made in the last Annual Report (1953-54) is here repeated, namely, that the CHS classes in Mathematics 10, 11, 12 (senior high school) be scheduled for the mathematics rooms in the new classroom building for reasons stated in that report. Similarly, that CHS Room 14 be made available for the classes in Mathematics 7, 8, 9.

Respectfully submitted,

David R. Davis

David R. Davis
Chairman, Department of Mathematics

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

MEDICAL DEPARTMENT

REPORT TO THE PRESIDENT

1954-1955

ANNUAL REPORT OF MEDICAL DEPARTMENT
1954-1955

I. Trends and Developments.

The work of this year has followed the general program of previous years.

1. Physical examinations of 1120 students.
2. Follow-up medical recommendations.
3. Correction of physical defects found (detailed report is attached.)
4. Improvements of physical conditions of individual students referred to medical department.
5. Hearing tests (audiometer 4A) of all entering students.
6. Communications with private physician re: improving physical efficiency of students.

II. Services Rendered.

1. Treatments....(Firstaid)..... 7,850
2. Dormitory care of students..... 523
3. Issuance of make-up slips..... 2,010
4. Office Consultations..... 1,260
5. Referring students to specialists when necessary. 322
6. Correspondence with insurance companies re:.....
   students health program.....
7. Attendance at all home athletic events.....
8. Chest x-rays: students, faculty, and personnel..
9. Recheck chest x-rays..... 22
10. Injections..allergy..vitamins..smallpox..and.....
    typhoid preventive.....
11. Initial calls to off campus students.....
12. Examinations other than annual medical.....
    A. For employment.....
    B. For camp.....
    C. For applicants with defects noted on form C.
    D. Wasserman tests.....
13. Basal metabolism tests.....
14. Ultra-violet acne therapy.....
15. Senior class statements of health for certification.
16. Filing & follow-up: Compensation claims for employees.

III. Enrollment Date.

Undergraduate total as of first semester..... 1,085

Undergraduate total as of spring semester..... 1,180

College High school enrollment..... 165

IV. Staff and staff changes.

The medical department has consisted of one full time non-resident physician and one full time resident nurse. Part time physicians have been employed to assist with physical examinations, and in connection with men's athletic injuries.

Two part time graduate nurses assisted in the Medical Department from September to June. Student help was used as needed.

V. Recommendations.

1. Continued compensation of tuition and living expense for services of part time registered assistant nurses.
2. Better follow up work for correction of defects as noted on physical examinations.
3. A telephone for college physicians (a much needed item.)
4. A telephone so Doctor can get in touch with nurse at any time.
5. Increase budget for medical supplies.
6. Budget to include retainer fee for services of psychiatrist.

VI. Equipment Needed.

A. New audiometer for screening of student.

B. Lamps for medical department.

VII. Diagnostic and therapeutic equipment needed.

A. New audiometic for screening of students.

B. Infra red lamps.

VIII. Improved infirmary facilities.

A. Construction of an infirmary for care of students.

B. Diet kitchen for preparation of meals.

C. Other equipment needed for infirmary.

III. Annotated Data.

Undergraduate total at at [illegible] ..... [illegible]

Undergraduate total at at [illegible] ..... [illegible]

College high school enrollment ..... [illegible]

IV. Study and Work Schedule.

The method determined the schedule of the study the nonparticipant observation and the full time participant method. [illegible] have been employed to obtain data concerning [illegible] and to compare the with each's studies literature.

The work time schedule [illegible] [illegible] from September to June. [illegible]

V. Instruments.

1. Conditional [illegible] [illegible] of [illegible] [illegible]

2. Matrix, Tables [illegible] [illegible] [illegible]

3. [illegible]

4. [illegible]

5. Interview [illegible]

6. Budget [illegible]

VI. Instrument Design.

A. Pre [illegible]

B. Design [illegible]

VII. Organization and Interpretation [illegible].

A. Pre [illegible]

B. Table [illegible]

VIII. Expected Difficulty [illegible].

A. Constraints [illegible]

B. Time [illegible]

C. Other [illegible]

D. Waiting room for students.

E. Dressing room for students preparing for physical examinations.

F. Lamps for medical department.

G. Centralization of infirmary and medical department.

H. Additional rooms for treatments.

I. Some Orthopedic equipment for football injuries.

Respectfully submitted,

Margaret M. Wurts

Margaret M. Wurts, M. D.

Charlotte Pritchard

Charlotte Pritchard, R. N.

5. Ratios room for students.

6. Dressing room for students preparing for special occasions.

7. Lodge for social gatherings.

8. Gentlemen's lounge for social meetings.

9. Additional room for the band.

10. Some grounds sufficient for football or games.

Respectfully submitted,

Edward H. Bailey

Chairman

C. Stanley Lyman, A. A.

MEDICAL RECOMMENDATION AND CORRECTION OF PHYSICAL DEFECTS

FOUND AT TIME OF PHYSICAL

	No. Defects	No. corrected fully or partially
Blood conditions (anemia).....	13	8
Blood pressure.....	24	6
Ears (hearing, wax).....	26	8
Endocrine (pathology).....	19	1
Eyes.....	237	20
Feet (flat).....		
Gastro - intestinal system.....	18	8
Glands.....	26	4
Heart.....	25	3
Hernia, Varicocele, Pilonidal, Varicose veins, Hemorrhoids.....	13	3
Lungs.....	5	
Nose (sinus).....	9	2
Nerves.....	34	4
Weight (10% over or under).....	34	10
Orthopedic (not feet).....	22	4
Posture.....	89	12
Skin.....	200	50
Teeth and gums.....	100	20
Tonsils.....	26	3

Defects reported as uncorrected were chiefly due to:

I. Failure to report to medical department, although defect was actually corrected.

II. Lack of interest on part of some students.

III. Some defects impossible to correct, such as missing teeth.

[illegible]

[illegible]

	No. [illegible]	No. [illegible] [illegible]
Blood conditions (causes).....	[illegible]	[illegible]
Blood pressure.....	[illegible]	[illegible]
Bite (insects, [illegible].....	[illegible]	[illegible]
Bodywise (pathology).....	[illegible]	[illegible]
Eyes.....	[illegible]	[illegible]
Feet (flat).....		
Gastro - intestinal system.....	[illegible]	[illegible]
Glands.....	[illegible]	[illegible]
Heart.....	[illegible]	[illegible]
Herpes, varicosis, [illegible], [illegible] [illegible] Hemorrhoids.....	[illegible]	[illegible]
Lungs.....	[illegible]	
Nose (sinus).....	[illegible]	[illegible]
Nerves.....	[illegible]	[illegible]
Veins ([illegible] over or under).....	[illegible]	[illegible]
Orthopedic (see text).....	[illegible]	[illegible]
Posture.....	[illegible]	[illegible]
Skin.....	[illegible]	[illegible]
Teeth and gums.....	[illegible]	[illegible]
Tonsils.....	[illegible]	[illegible]

Before [illegible] is considered some [illegible] [illegible]:

I. Failure to report to medical [illegible], [illegible] [illegible] [illegible] actually corrected.

II. Loss of interest in part of some [illegible].

III. Some defects [illegible] in [illegible], such as [illegible] teeth.

New Jersey State Teachers College at Montclair

Department of Music

Report to the President
Academic Year
1954 - 1955

I Trends and Developments

A. Changes in the Music Faculty

1. Mrs. Henry Ludman who was on leave of absence for the school year 1953-1954 has resumed her teaching in the music department.

2. Mr. Russell Mayton, organist and choir master at St. Jonas Episcopal Church, Upper Montclair has been appointed to succeed Dr. Carl F. Mueller. Mr. Mayton will teach pipe organ and direct the college choir.

B. Career Day

Our second Music Career Day was held on December 3, 1954. Over two hundred junior and senior high school students from 31 schools in Northern New Jersey accepted our invitation to spend the day with us. They visited classes, brought their instruments, participated in band and orchestra and sang in the choir.

C. Artist File Pre-view, Music Educators Association of New Jersey

The second Artist File Pre-view of the Music Educators Association of New Jersey was held in Bass Hall on Sunday afternoon, March 6, 1955. At that time artist members of this association performed for an audience composed of the program chairmen of the Women's Clubs of Northern New Jersey. The purpose of extending the facilities of the College to the Music Educators of New Jersey was to bring about closer working relations between studio teachers of applied music and the music department of this college.

D. Alumni Choral Festival

Our second alumni choral festival was held in the college gymnasium on May 22, 1955. Six alumni brought their choral groups to the college for a "Sing," a total of 300 students ranging from grades 6 through 12 participated in the festival. The college choir sang for the visiting choral groups. At the close of the program all choral groups combined in singing "Onward to Nicolas" by Sibelius under the direction of Mr. Emil Reis, accompanied by the college orchestra.

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E. Piano Duet Festival

Our first piano duet festival was held in Ross Hall on Sunday afternoon, May 1, 1955. The purpose of this festival was to bring together students and teachers interested in playing original piano duets. Eight piano teachers in Northern New Jersey entered piano duet groups in the festival. A feature of the festival was an exhibit of original piano duet music, provided by five music publishers in New York City.

F. Instrumental Ensemble Festival

The Department of Music of the New Jersey Education Association sponsored the fifth annual Instrumental Ensemble Festival at this college on Saturday, April 2, 1955. The purpose of this festival is to bring together students and teachers who are interested in performing small ensembles of from three to six parts in any combination of string, wood, brass or percussion instruments with only one player to a part. Forty-seven ensemble groups from 16 schools with a total of 169 students participated in the festival. A string trio comprised of James Foley, violin, David Smith, cello, and Alfred Sville, piano, Montclair Elementary School, Nutley, returned for the fifth consecutive year. This group was given an album of its fifth anniversary at this festival.

G. Gifts to the College

1. From Mrs. Jacob Dobb, 154 Long Hill Road, Great Notch, New Jersey, a Steger upright piano.

2. From Mr. Otto Kretzer, 376 Claremont Avenue, Montclair, opera scores from the music library of the late Mrs. Kretzer.

3. From Mrs. George F. Ashorn, 106 South Fullerton Avenue, Montclair, opera libretti.

H. Musical Instruments Purchased

1. Clarinet in A. Robert
2. Cornet, Com. 504727
3. Cornet, King.

I. Inventory of College-Owned Instruments as of July 1, 1955.

The College owns the following instruments which are loaned to students for use in Music 205, 206, 300, and in the college orchestra, band and music workshop.

Name of Instrument	Make	Serial Number
1. Violin #1, bow		
2. Violin #2, bow		
3. Violin #3, bow		
4. Viola #1, bow		
5. Viola #2, bow		
6. Cello		

2. [illegible] [illegible]

[illegible] [illegible] [illegible] [

Name of Instrument	Make	Serial Number
7. String Bass #1, French Bow	American Standard	
8. String Bass #2, French Bow	Kluson Mfg. Co.	
9. String Bass #3, German Bow	John Juzek	
10. Cello #1, bow, cover	John Juzek	#303
11. Cello #2, bow, cover	John Juzek	#303
12. Piccolo	Guy Humphrey	
13. Flute	4230 Boston Wonder (stolen 5 yrs. ago)	
14. Oboe #1	Continental Colonial	
15. Oboe #2	Penzel Muller	
16. Clarinet B flat	N. Lacroix, Paris	
17. Bass Clarinet	Rampone	25233
18. Alto Clarinet	Mariel Freres	
19. French Horn (single)	C. G. Conn	308084
20. French Horn (double) F & B flat	Conn.	36733
21. French Horn (old)	Continental Colonial	124469
22. Cornet	Getzen	8321 (stolen)
23. Mellophone	Grand Rapids, U.S.A.	102310 (traded on bassoon)
24. Baritone	King	10031 (sold to Bloomfield U.S.)
25. Baritone (bell front)	Pan American	133157
26. B Flat Tuba (old)	Relacquered	987
27. B Flat Tuba	Conn.	155134
28. B Flat Tuba (new)	Clear Tone	7374
29. Sarrusophone	Conn.	V 215
30. Tympani		
31. Field Drum #1		
32. Field Drum		
33. Cymbals (two pairs)		
34. Glockenspiel		
35. Orchestra Bells		
36. Sousaphone	York	90956
37. Flugelhorn	Melville-Clarke	2021
38. Trombone with F valve	York	1131
39. Drum		
40. French Horn	Rampone	444
41. Clarinet	Noblet	5607
42. Clarinet	Pastore A	166-175
43. Cornet	Olds	3491
44. Flute	Gerard-Paris	
45. Flute	Armstrong	24192
46. Bass Trombone	Holton	98718
47. Baritone	York	65184
48. Clarinet	P. Gerard	126
49. Clarinet French		
50. Bassoon	Cabart	
51. English Horn	Morse	590
52. Tuba	King	253957
53. Piccolo C.	Reynolds	12700
54. Guitar	Richard Pick	
55. Clarinet in A.	Robert	
56. Cornet, Conn		508229
57. Cornet	King	

Name of Sanatorium	Date	Medical Officer
7. Darling Lake (?), Upper Ont	[illegible]	
8. Darling Lake (?), Upper Ont	[illegible]	
9. Darling Lake (?), Upper Ont	[illegible]	
10. Delta (?), Ont., Winter	[illegible]	
11. Delta (?), Ont., Winter	[illegible]	
12. Deseronto	[illegible]	
13. Dundas	[illegible]	
14. Dunn (?)	[illegible]	
15. Dunn (?)	[illegible]	
16. Dunlap's Lake	[illegible]	
17. East Bluffton	[illegible]	
18. Elbe Station	[illegible]	
19. French Lake (Muskoka)	[illegible]	
20. French Lake (Muskoka) A. & B. Plan	[illegible]	
21. French Lake (Gold)	[illegible]	
22. Gravenhurst	[illegible]	
23. Haliburton	[illegible]	
24. Hawkstone	[illegible]	
25. Hawkstone (Lake Simcoe)	[illegible]	
26. Hill Plain (Gold)	[illegible]	
27. Hill Plain Town	[illegible]	
28. Hill Plain Town (Lake)	[illegible]	
29. Hawkstone Lake	[illegible]	
30. Kingsway	[illegible]	
31. Muskoka Lake (?)		
32. Pine Lake		
33. Hawkstone (Lake Simcoe)		
34. Hawkstone		
35. Kawartha Lake		
36. Kawartha	[illegible]	[illegible]
37. Kawartha	[illegible]	[illegible]
38. Hawkstone Lake & Valley	[illegible]	[illegible]
39. Lake		
40. Lake Simcoe	[illegible]	[illegible]
41. Lake	[illegible]	[illegible]
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45. Lake Dunlap	[illegible]	[illegible]
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91. Lake	[illegible]	[illegible]

J. Concerts and Extra-Curricular Activities

1. College Band, S.G.A. Assembly, Amphitheatre, September 21.
2. College Choir, Convocation, Amphitheatre, September 28.
3. College Band, football game, campus, October 9.
4. College Band, football game, campus, October 23.
5. College Choir, United Nations Rally, Montclair High School, October 14.
6. College Band, football game, campus, November 13.
7. Faculty Recital, Russell Hayton, Organ, Russ Hall, November 14.
8. College Band Concert, Morris Township, Junior High School, December 2.
9. Student Recital #1, Russ Hall, December 3.
10. Career Day, Music Department, Music Building, December 3.
11. Concert, Faculty Trio, India and Louis Zerbe, Arthur Christmann, Murray Present, Russ Hall, December 5.
12. Student Recital #2, Russ Hall, December 10.
13. College Choir, College Women's Club, home of Dr. and Mrs. Rhys Jones, Montclair, December 13.
14. Annual Christmas Concert by College Choir and College Orchestra, Assembly, gymnasium, December 15.
15. College High School, Chorus and Orchestra, gymnasium, December 16.
16. Student Recital #3, Russ Hall, January 14.
17. Student Recital #4, Russ Hall, January 17.
18. Student Recital #5, Russ Hall, January 21.
19. Student Recital #6, Russ Hall, January 24.
20. College Band, Annual Concert, gymnasium, February 2, 1955.
21. Graduation Recital, Martina Nolan, Russ Hall, February 6.
22. College Band, Assembly, gymnasium, February 14.
23. Brass Quartet, Kiwanis Club, Montclair, February 24.
24. Faculty Recital, Murray Present, Pianist, Russ Hall, February 27.
25. College Band, Assembly, State Teachers College, Newark, March 3.
26. Artist File Pre-view, Music Educators Association of New Jersey, Russ Hall, March 16.
27. Student Recital #7, Chapin Hall, March 18.
28. Graduation Recital, Halina Mooz, Soprano, Chapin Hall, March 20.
29. Student Recital #8, Russ Hall, March 25.
30. Fifth Instrumental Ensemble Festival, Department of Music of New Jersey Education Association, College High School, April 2.
31. College Choir, Rotary, Montclair, April 5.
32. College Band Reading Session, Music Building, April 22.
33. Faculty Concert, Jean Ludman, Mezzo-Soprano, Russ Hall, April 24.
34. College Band, Field Trip, Middlesex Borough Public Schools, April 26.
35. Student Recital #9, Chapin Hall, April 29.
36. Annual Spring Concert, College High School, Choir and Orchestra, gymnasium, April 29.
37. Piano Duet Festival, Russ Hall, May 1.
38. College Orchestra Concert, college gymnasium, May 4.
39. Student Recital, #10, Russ Hall, May 10.
40. Student Recital, #11, Russ Hall, May 13.

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41. Dedication Exercises, Student Life Building, Brass Quartet, May 14.
42. Alumni Choir (Alumni Weekend) Carl F. Mueller, guest conductor, Amphitheatre, May 15.
43. College Band Readings, Music Workshop, Department of Music of the New Jersey Educators Association, Asbury Park, May 20.
44. Graduation Recital, Sophie Zadelis, Piano, May 22.
45. Alumni Choral Festival, college gymnasium, May 26.
46. Collegium Musicum, college gymnasium, May 27.
47. Student Recital #12, Chapin Hall, May 27.
48. Student Recital #13, Russ Hall, June 1.
49. Graduation Recital, Bartholomew Campanella, Clarinet, Russ Hall, June 3.
50. Student Recital #14, Russ Hall, June 3.
51. Student Recital #15, Russ Hall, June 3.
52. College High School, Baccalaureate, G.L.S. Choir, auditorium, June 5.
53. College Baccalaureate, College Choir, Amphitheatre, June 5.
54. Musical Program, President Partridge's Reception to Seniors, Russ Hall, June 8.
55. College Commencement, College Choir and Band, June 9.

K. Musical Organizations of the College

1. The College Choir* Russell Mayton, Conductor.
2. The College Orchestra* Emil Kahn, Conductor.
3. The College Band* Ward Moore, Conductor.
4. Collegium Musicum* Emil Kahn, Conductor.

* Class A musical organization, financially maintained by S.G.A.
NOTE: Because of the lack of solo voices, the Opera Workshop was discontinued for the school year 1954-1955.

L. Student Chapter of the Music Educators National Conference

As a means of stimulating professional interests among our music majors, we have organized a student chapter of the Music Educators National Conference. Membership is drawn from all classes. Members are eligible to attend National and Sectional meetings of the Music Educators National Conference. Our members attended the annual meeting of the Department of Music of the New Jersey Education in Atlantic City in November, and participated in the Music Workshop in Asbury Park in May. Mr. Louis Zerbe is faculty advisor.

M. Pro Musica, discontinued

By vote of the three remaining members and faculty advisor, Dr. Anna McEachern, Pro Musica, honorary music society, has been discontinued. Pro Musica was organized in 1932 as a means of stimulating interest in music among the general students of this college. At that time there was no music major or minor curriculum. Because of changing conditions in the college, it is believed that Pro Musica has fulfilled its primary purpose.

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II ENROLLMENT DATA

A. Music Majors

Seniors	6	Sophomores	13
Juniors	12	Freshmen	20

B. Music Minors

Seniors	5
Juniors	4
Sophomores	2

C. General Students

1. Music 110-Music Appreciation (required of all students).
   10 sections with an enrollment of 341 students.
2. Integration 475A-Fundamentals of Elementary School Music
   (Elective for general students who desire elementary certification).
   5 sections with an enrollment of 144 students.

D. Attrition during School Year 1954-1955

Junior Year
1. Bruce Potterton, financial reasons.
2. Joan Waller, financial reasons.
3. Richard Stone, transfered to S.T.C. Paterson to enter elementary education.

Sophomore Year
1. Rosemarie Sandry, transfered to S.T.C. Newark to enter elementary education.
2. Robert Poeschel, financial reasons.
3. Norman Zeiner, dropped by college for low scholarship.

Freshmen Year
1. Marvin Barsky, not interested in becoming a teacher.
2. Florence Beck, family moved to Arizona.
3. Angelo Costa, United States Service.
4. Maurice Melhoffer, dropped by college for low scholarship.
5. Gloria Semanick, dropped by college for low scholarship.

E. Applied Music Instruction

Music majors choose a primary and a secondary instrument in applied music, one of which is piano. Students receive a one-hour private lesson weekly on the primary instrument, and a one-half hour private lesson weekly on the secondary instrument. The following table indicates concentration in applied music.

II ENROLLMENT (Continued)

E. Applied Music Instruction (Continued)

Instrument	Number of Students Primary	Secondary
Flute	1	1
Clarinet	9	1
Oboe	2	
Bassoon	2	
French Horn	1	
Trumpet	5	
Baritone Horn	1	
Trombone	3	
Violin	6	
Viola		3
Cello	1	
Voice	11	
Piano	12	42
Organ	2	
Percussion	1	

F. Graduation Recitals

1. Bart Campanella — Clarinet
2. Halina Morz — Voice
3. Martina Nolan — Voice
4. Sophie Zadeles — Piano

III STAFF AND COURSES

A. Full-Time Teachers

1. Edna McEachern, Music History, Music Theory, Music Education, piano, administration.
2. Dorothy Morse, Choral Music, Elementary Music Education for music majors, and for the general students in the college. Demonstration classes in the College High School, grades 7 & 8.
3. Ward Moore, College Band, instruction on brass instruments in the college and College High School, Music Education courses in instrumental music.
4. Murray Present, instruction in piano.
5. Louis Zerbe, College High School Orchestra, Instruction in Strings in the College and College High School, and Music Appreciation for the general college students.
6. Mrs. Luhman, Instructor in Voice, Music Appreciation for general students.

II. [illegible] (Continued)

A. [illegible] (Continued)

Commodity	Number of [illegible]	
	[illegible]	[illegible]
Milk	[illegible]	[illegible]
Butter	[illegible]	[illegible]
Oil	[illegible]	
Cheese	[illegible]	
Meat, [illegible]	[illegible]	
Poultry	[illegible]	
Eggs, [illegible]	[illegible]	
Fish	[illegible]	
Grain	[illegible]	
Fruit	[illegible]	[illegible]
Nuts	[illegible]	
Beans	[illegible]	
Peas	[illegible]	
Roots	[illegible]	[illegible]
Onions	[illegible]	
Vegetables	[illegible]	

B. [illegible] [illegible]

1. Bore [illegible]	[illegible]
2. Bolts [illegible]	[illegible]
3. Bolts [illegible]	[illegible]
4. Bolts [illegible]	[illegible]

III. [illegible] [illegible]

A. [illegible] [illegible]

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B. Part-Time Teachers

1. Emil Kahn (3/5 time), College Orchestra, related courses, Collegium Musicum, Music Appreciation, college freshmen music majors.
2. Russell Mayton (2/5 time), College Choir, Organ, Sight Reading and Ear Training, A Cappella Choir and Choral Conducting.
3. Dr. Arthur Christmann (2/5 time), Instructor in Clarinet.
4. Achilles D'Amico, Percussions.
5. Ferdinand Prior, Oboe.
6. Gerald Sullivan, Flutes.
7. Marvin L. Skinner, Bassoon.
8. India Zerbe, Cello.

* Applied Music, Hourly basis.

C. Courses Taught During School Year 1954-1955

Course Title		No. of Sections	Enrollment	Teacher
Music 100	Music Appreciation	10	341	Luchsen Kahn Zerbe
Music 101	Sight Reading and Ear Training	2	26	Mayton McMechern
Music 102	Sight Reading and Ear Training	2	28	Mayton McMechern
Music 201	Harmony	1	16	McMechern
Music 202	Harmony	1	13	McMechern
Music 205	String Instruments	2	19	Zerbe
Music 206	Woodwind Instruments	2	15	Moore
Music 207	Epochs in Musical Development I	1	18	Zerbe
Music 208	Epochs in Musical Development II	1	14	Zerbe
Music 301	Choral Technique	1	17	Morse
Music 305	Orchestration	1	11	Kahn
Music 306	School Orchestras and Band	1	14	Moore
Music 307	Form and Analysis	1	9	McMechern
Music 308	Voice Class for Instrumentalists	1	6	Luchsen
Music 309	Brass and Instruments	1	8	Moore
Music 320	Teaching Music in the Primary Grades	1	11	Morse
Music 321	Teaching Music in the Intermediate Grades	1	16	Morse

Course Title		No. of Sections	Enrollment	Teacher
Music 337	The Opera	1	5	McEachern
Music 338	The Symphony	1	8	Kohn
Music 401	Teaching Music in the Secondary School	1	10	McEachern
Music 405	Orchestra Conducting and Score Reading	1	1	Kohn
Music 406	Epochs in Musical Development, Part III	1	5	Lockman
Music 429	Acappella Choir and Choral Conducting	1	4	Mayton
Music 499	Workshop in Secondary School Music	1	6	McEachern
Int. 475A	Fundamentals of Elementary School Music	5	144	Morse
Extension Courses				
Music 440	Music in Modern Society	1	12	McEachern

IV RECOMMENDATIONS

I wish to make the following recommendations pertaining the the Music Department:

A. Closed Bookshelves and Adequate Supervision for Donor Collections in Our Music Library

During the past years our music library has been given some extensive music collections. These include the C. O. S. Howe Memorial Organ Collection, the Mark Andrews Memorial Choral Collection, and the George Wellwood Murray Chamber Music Collection. This music has been inscribed with the name of the donor. Because of lack of adequate supervision, this music is gradually disappearing from our shelves.

B. Music Observation in the Elementary School

With the extension of our music teacher-training program to include kindergarten through Grade 12, adequate facilities for music observation in the Elementary School become imperative. At present our methods courses in Elementary School Music (Music 302 and Music 321) are taught without benefit of parallel observations in the Elementary School. I recommend that we endeavor to work out some plan with the Montclair system whereby we can use Bradford School or North West School, both in the vicinity of the College, for music observation. The need is urgent. We cannot turn out good teachers of elementary music without adequate observation facilities.

Course Title	No. of Credits	Semester	Instructor
Biols 107 The Cell	3	I	Goldman
Biols 108 The Organism	3	I	Lee
Biols 109 Biology Week in the Elementary School	1	II	Staff
Biols 110 Evolution Ornithology and Bird Study	3	I	Lee
Biols 120 Biology in Society Prerequisite, Psych 101	3	I	Lewis
Biols 125 Biologically Sound and Elementary	3	I	Myers
Biols 126 Biology in Elementary School	3	II	Mathews
Sci. Educ. 102 Fundamentals of Elementary Science	3	II	Lewis

Elective Course

Biols 121 Biols in modern society	3	II	Mathews

IV Suggestions

I wish to make the following recommendations pertaining to the basic biologicals:

A. Biology Demonstrations and Laboratory Equipment for Basic Biologicals in the Elementary School

During the past years we have been fortunate in being able to secure some demonstration material. Some Science Teachers in A. C. have formally begun collecting the field Science Teaching Aids Committee. This group has been successful with the cooperation of the Science Teachers. Because of lack of adequate equipment this group needs to continually supplement their collection.

B. Biology Demonstrations in the Elementary School

With the exception of one week recommendations pertaining to various biological topics which may be adapted to work in the Elementary School. Some of the Elementary School Science Teachers have attended workshops in the Elementary School Science in Elementary Schools Week Program. At present the Science Teachers in Elementary Schools Week Program do not feel that this program adequate benefit of practical demonstrations in the Elementary School. I recommend that we continue to work on this with the Elementary School Science Teachers as a new Elementary School Science or Biology Week program in the Elementary Schools, for the coming, the Week's curriculum. The Week is equipped to contact those who have taken courses of elementary science students observation facilities.

C. Reduction of Load for Low Scholarship Students Who Must Work Outside the College

Many of our students find it necessary to work outside the College in order to remain in school. Some of our students are unable to maintain a satisfactory scholastic record and work at the same time. I recommend that these students take a reduced load, possible only 12 hours a semester instead of the usual 16. Frequently music majors are dropped by the college for low scholarship usually in the academic field. It is the writer's opinion that these students would be able to bring up their grade average if they did not carry a full load.

D. Hot Water In The Music Building

The music building is not just a "classroom building" where students come and go; it is the "home" of the Music Department, where both music students and faculty live and spend many hours each day. In addition the music building provides classrooms for a large number of general students in Music 100, Music Appreciation, required of all Freshmen, and a rehearsal room for choir, orchestra, band, and Collegiate Musicians, which cross section to the entire student body. For these reasons, the lavatory facilities of the music building are much used. It is impossible to keep lavatories clean and hygienic without hot water in the music building.
(Please see recommendation for 1951-1952).

Respectfully submitted,

Edwin Eackers

Head of the Department of Music

5. [illegible] of land for the [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

6. [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

New Jersey State Teachers College at Montclair

Department of Health & Physical Education

Report to the President
Academic Year
1954 - 1955

I. Personnel

Henry E. Schmidt, a.m.
Alden C. Coder, ed.d.
Jerome DeRosa, a.m.
Dorothy Duke, a.m.
Pauline Foster, a.m.
William P. Dioguardi, m.s.
Phyllis J. Warren, b.s.

II. Departmental Conferences
Numerous conferences were held with staff members during the year to work out difficulties and problems concerning:

A. Physical Education Minor Program.
B. Equipment for new Physical Education building.
C. Program for required two-year courses.
D. The evening square dance and folk dance program.
E. The swimming program at the Montclair Y.M.C.A.
F. Reorganization and expansion of intramural program.
G. Plans for a Physical Education Major were discussed and a proposed pattern of courses for Physical Education majors was worked out.

III. Required Physical Education and Health Education Program

A. All students are required to take four semesters of Physical Education.
B. All students are required to take one semester of Healthful Living. These sections were made co-educational for the first time.
C. Lack of proper facilities and outdoor playing areas limited the program at the college to the following activities:
   1. Men's Program - basketball, touch football, volleyball, softball and fundamental activities.
   2. Women's Program - field hockey, soccer, basketball, volleyball, softball and fundamental activities.
   3. Co-educational Program - two sections of square dancing were given by Miss Szakacs of Glen Ridge H.S. in our gym; one section was held on Tuesday nights from 7:15 to 9:00 P.M. and the other was held on Thursday nights from 7:15 to 9:00 P.M.
   4. Off-Campus Program - two sections of swimming were held at the Montclair Y.M.C.A.; one section was

The Social Science Research Council

Appointment of Research & Training Officers

Report to the President
Academic Year
1964 - 1965

I. Personnel

Henry J. Bruton, Ph.D.
John J. Carroll, Ph.D.
Thomas Johnson, Ph.D.
Joseph Zinn, Ph.D.
Phillips Cutler, Ph.D.
William J. Darby, M.D.
Philip J. Rhodes, Ed.D.

II. Institutional Relationships

Numerous conferences were held with other staff members, during the year to study and differentiate the various responsibilities:

1. Top-level financial budget formulation.
2. Development and overall institutional planning.
3. Progress and evaluation of research projects.
4. The working relations among the four staff members.
5. The schedule assigned to the staff members / . . . .
6. Responsibilities and procedures of subcommittee reports.
7. Plans for a journal discussion with the University and a proposed method to monitor the journal discussion before the Council [illegible].

III. Proposed Program Concentrations and Staff Responsibilities, Projects

1. All students are required to write four discussions of journal literature.
2. All students are required to take one seminar in substantive study. These seminars have such concentrations for the first time.
3. Lack of course facilities and outdoor library space limited the progress of the seminars to the following activities:
   1. Basic Program - Psychosocial, Group Processes, Motivational and Transactional Activities.
   2. Theory's Program - Data Design, Memory, Psychosocial, Motivational, Cognitive and Transactional Activities.
   3. Conditioning Program - Two Sections of Course Dealing with Issues by Data Research of Class Study [illegible]. In our view one section was held on Tuesday which [illegible] Tuesday in 1964, and the other was held on Thursday which [illegible] Tuesday in 1965 [illegible].
4. Cut-Course Program - One Section of Methodology Course [illegible] as the Beginning 1.4.4.1 and Analysis [illegible]

limited to women and one section was limited to men; the classes were taught be the Montclair Y.M.C.A. staff.

D. Recommendations for required Physical Education and Health Education Program:
   1. Program should be expanded as soon as new Physical Education building is ready to include the following activities: badminton, golf, archery, tennis, tumbling, folk dancing, modern dancing, and social dancing.
   2. The Physical Education program should include more sections of co-educational activities.
   3. The Healthful Living sections should remain co-educational.
   4. More study be given to requirements of a standard textbook, showers and uniforms in the Physical Education program.
   5. That two hours a week of Physical Education activities for four semesters with one hour of credit for each semester be required of all students before graduation.

IV. Physical Education Minor Program

A. With the required courses in health and physical education as prerequisites additional courses are offered which will prepare teachers of Physical Education. On successful completion of the curriculum the student is eligible to be certified to teach physical education in junior and senior high school.
Students interested in the field are asked to arrange for an appointment with a division head of the department before undertaking the program.
It is suggested that students minoring in the department should obtain outside experience by working either in schools, playgrounds, camps, or recreation centers.

B. The following courses are required for all Physical Education minors: Health Education 100, Physical Education 201, 202, 206, and 409 for both men and women; Physical Education M307-308 and M405 for men; Physical Education W307-308, W313 and W405 for women.

C. Recommendations for Physical Education Minor Program:
   1. Program should be revised to include some opportunity to elect courses offered by the department.
   2. More practical work be included in program.
   3. Physical Education minors should be encouraged to take the First Aid and Water Safety course offered at the School of Conservation during the June session.
   4. Department be given an opportunity in selection of future Physical Education minors.

V. Intercollegiate Athletic Program
The Men's Athletic Commission (M.A.C.) is responsible for

Limited to women and how problems and issues in each; the issues and insight in the Bonaventi Trust's study.

D. Recommendations for Physical Education Teacher and Skills Education Programs.

1. Programs should be initiated at least up to six Physical Education Skills in order to include the following activities: Badminton, golf, archery, bowls, tennis, fitness, folk dancing, modern dancing, and social dancing.
2. The Physical Education centres should include some sections of recreational activities.
3. The Institute Training sections should become educational.
4. Some study be given to requirements of a standard handbook, courses and outlines in the Physical Education programs.
5. That the Bureau a team of Physical Education instructors for four seasonings with one day at results for each student be required of all students during pregnancy.

IV. Physical Education Teacher Training

1. With the Physical programs in health and physical education as prerequisites additional courses for attend which will provide training of Physical Education. In recreational activities of the Recreation the student is attached to be activities to teach physical education in Public and secondary high school.
Students interested in the field are asked to consider for an apprenticeship with a teacher; then of the Institute before undertaking the program.
It is suggested that students planning in the Recreation should obtain outside experience in sports either in school, playgrounds, camps, or community centers.
2. The following courses are required for all Physical Education students: Health Education 101, Physical Education 301, 302, and 401 for both men and women; Physical Education activities and skills for each Physical Education course, with one year for women.
3. Recommendations for Physical Education teacher training
1. Program should be revised to include more in Recreation; to study courses offered by the department.
2. More practical work be included in program.
3. Physical Education student should be encouraged to take the first aid and swim during course activities in the School of Recreation during the four seasons.
4. Department to plan on experiment in activities of lower Physical Education course.

V. International Relations Program

The Bonaventi Institute Relations (Bonaventi) is responsible for

the administration of the varsity intercollegiate athletic program. This board consists of two faculty members selected by the President of the College and two students selected by the Student Government Association. The chairman is the Director of Athletics.

A. Coaching staff:
   1. Football - Dr. Alden C. Coder
   2. Basketball - Henry E. Schmidt
   3. Track and Field - Dr. Richard Willing
   4. Cross Country and Indoor Track - Dr. Richard Willing
   5. Baseball - William P. Dioguardi
   6. Golf - Jerome DeRosa

B. Results of Athletic Contests
   1. Football

The 1954 football season began on September 6th with thirty-five men reporting for practice. The schedule consisted of seven games, three at home and four away, and one practice game with Kings Point Merchant Marine Academy, which was away.

The record stood at 6 Losses and 1 Win at the end of the season. The two worst losses were against Upsala and Shippensburg State. The Shippensburg game was our Homecoming Game. The opposing team proved to be the most outstanding team that has ever visited Montclair. The following week our broken team took another great loss against Upsala.

Co-Captains of this year's team were Frank Costa and Ron Armengol. Assisting Dr. Coder with the coaching duties were Raymond Jagiello, Assistant Coach, and Arthur Smith, End Coach.

The season ended with the annual Football Banquet at the Robin Hood Resteurant. Here Kenneth Miscia was awarded the most valuable player award; Ron Armengol was awarded the most valuable linemen trophy; and Frank Costa and Howard White shared the honors as most valuable backfield players.

Oct. 2	M.S.T.C.	18	National Aggies	19
Oct. 8	M.S.T.C.	32	Cheyney State	6
Oct. 16	M.S.T.C.	0	New Britain	33
Oct. 22	M.S.T.C.	7	Shippensburg	45
Oct. 29	M.S.T.C.	19	Upsala	55
Nov. 6	M.S.T.C.	7	Trenton State	13
Nov. 13	M.S.T.C.	14	Kutztown	20

2. Basketball

The big question in everyone's mind this year was whether or not the team could approach the record shattering accomplishments of last year's 96.4 points p per game. Also this year saw the return of Coach Henry Schmidt.

Of the starting five only two men returned, Connie Perry and Robert Nesney. However, both men were ineligible to play any conference games. Thus the height was thrown on the shoulders of the more inexperienced players. It was Coach Schmidt's job to make these boys a smooth working unit.

Everything worked out even, though, and the scores tallied up 12 Wins and 12 Losses at the end of the season.

M.S.T.C.	87	Alumni	78
M.S.T.C.	92	Jersey City S.T.C.	57
M.S.T.C.	95	Paterson S.T.C.	90
M.S.T.C.	115	Trenton S.T.C.	83
M.S.T.C.	85	Newark College of Eng.	92
M.S.T.C.	98	Jersey City S.T.C.	73
M.S.T.C.	83	Newark College of Eng.	79
M.S.T.C.	78	Bloomfield College	71
M.S.T.C.	70	Panzer College	92
M.S.T.C.	87	Paterson S.T.C.	100
M.S.T.C.	52	Rider College	75
M.S.T.C.	76	Newark S.T.C.	71
M.S.T.C.	92	Queens College	85
M.S.T.C.	84	C. C. N. Y.	92
M.S.T.C.	91	Rutgers University	76
M.S.T.C.	70	Bloomfield College	60
M.S.T.C.	80	E. Stroudsburg S.T.C.	100
M.S.T.C.	60	Upsala College	88
M.S.T.C.	93	Wilson S.T.C.	88
M.S.T.C.	83	Queens College	103
M.S.T.C.	73	Trenton S.T.C.	82
M.S.T.C.	65	Rider College	77
M.S.T.C.	78	Panzer College	80
M.S.T.C.	71	Bloomfield College	72

Wins - 12 Losses - 12

3. Track

The Indoor Track team participated in eight meets and relay carnivals:

AAu Development Meet, 169th St., Armory, N.Y.C.
Philadelphia Inquirer Meet, mile relay, 3rd
Millrose Games, Madison Square Garden, N.Y.C. mile relay
Knights of Columbus Meet, M.S.G., N.Y.C.
National AAU Championships, M.S.G., N.Y.C.
New Jersey AAU Championships, Newark, N.J.
Collegiate Track Conference Relay Championships - 4th
Collegiate Track Conference Indoor Championships - 4th

5. Antarctica:

The big question in everyone's mind this year was whether or not the ice would interrupt the normal exploratory movements of our people. This is mainly a new area. Also this year for the values of their Entry Subsidy.

In the meeting they only had one new entrant. Tonga Entry and Bonus Entry. However, not one new Qualifiers in ship and conference points. This the height was lowest in the evaluations of the ships in-experienced crews. In the Cross Conference Qualifiers to make their bowl a single sorting unit.

Everything moved one area, however, that the moves resulted in 72 that was 12 lower of the end of the season.

5.4.1.1.	57	Ulsan	75
5.4.1.2.	58	Spring Entry 5.1.4.	76
5.4.1.3.	59	Reserve 1.1.1.	77
5.4.1.4.	60	Tonga 5.1.4.	78
5.4.1.5.	61	Power Sorting of Eng.	79
5.4.1.6.	62	Power Entry 1.1.4.	80
5.4.1.7.	63	Bonus Sorting of Eng.	81
5.4.1.8.	64	Elements in Sorting	82
5.4.1.9.	65	Power Sorting	83
5.4.1.10.	66	Reserve 1.1.4.	84
5.4.1.11.	67	Entry Sorting	85
5.4.1.12.	68	Bonus 1.1.4.	86
5.4.1.13.	69	Bonus Sorting	87
5.4.1.14.	70	5. 5. 1. 4.	88
5.4.1.15.	71	Reserve Qualifying	89
5.4.1.16.	72	Elements Sorting	90
5.4.1.17.	73	5. Elements 1.1.4.	91
5.4.1.18.	74	Bonus Sorting	92
5.4.1.19.	75	Ulsan 1.1.4.	93
5.4.1.20.	76	Power Sorting	94
5.4.1.21.	77	Reserve 1.1.4.	95
5.4.1.22.	78	Entry Sorting	96
5.4.1.23.	79	Power Sorting	97
5.4.1.24.	80	Elements Sorting	98

Plan - 12 Levels - 12

6. Times

The Sabor Trek has participated in eight years and many accolades:

Sub Lieutenant Bar, 1960 st., Energy, 1.1.1.
Polaris Sabre Inspector Bar, with Energy, 1st
Military Sabre, Bronze Figure Medal, 1.1.1. with Energy
Ribbon of Science Bar, 1.1.1., 1.1.1.
National Air Championship, 1.1.1., 1.1.1.
Sub Lieutenant Air Championship, Energy, 1.1.1.
Outlaghdis Trek Outstanding Entry Championship - 1st
Outlaghdis Trek Outstanding Power Championship - 1st

In the Indoor NJ AAU Championships, MSTC finished third behind Seton Hall and the Central Jersey Track Club, with a second in the mile walk and third and fourth in the mile run. The CTC Indoor Championships at Lewissohn Stadium in New York saw MSTC finish as fourth team, gaining points in the mile, 3rd; 2 mile, 3rd; high hurdles, 2nd; pole vault, 2nd and tie for 3rd; broad jump, 4th; 1000 yard run, 5th. In the CTC relay meet, MSTC again finished 4th with a 3rd in the sprint relay, 4th in the distance medley, and 5th in the mile and 2 mile relays.
The team made a good showing, though hampered by a small squad which was handicapped by injuries and poor training facilities.
This years Outdoor Track team turned out to be one of the strongest ever at Montclair. Competition was keen this year, though, and the record turned out to be 5 Wins and 2 Losses.
The team went to the Penn Relays and came home with a 5th place relay team. At New Britain, Conn., the Montclair team finished second to CCNY at the CTC outdoor Championships. The team ended their season by winning the NJIAC Championship for the fourth consecutive year as eleven medals were won by the Indians. Many records were set this year:

Hugh Watson	High Hurdles	15.5 sec.
Charles Richter	High Hurdles	15.5 sec.
David Shotwell	Mile	4:31.8
Gerald Ryan	Pole Vault	12 Ft.
Irwin Susserman	Hammer	124'8"

The team record is as follows:

M.S.T.C.	64-3/4	Hofstra College	75-1/4		
M.S.T.C.	39-1/3	Westchester	86-2/3		
M.S.T.C.	76-1/2	E. Stroudsburg	49-1/2		
M.S.T.C.	67-1/2	Upsala	58-1/2		
M.S.T.C.	94	Trenton	32		
M.S.T.C.	117	N.C.E.	22-1/2	St. Peters	33-1/2
M.S.T.C.	71	Ft. Monmouth	66	Adelphi	40

4. Baseball
The team, under the direction of Coach Dioguardi, came through with the better than average record of 15 Wins and 7 Losses.
The Southern Trip in April was the most outstanding part of the season, although not as many wins were brought home as could be expected.

M.S.T.C.	8	Seton Hall	9
M.S.T.C.	8	Fairleigh Dickenson	4
M.S.T.C.	20	Newark S.T.C.	6
M.S.T.C.	6	Norfolk	4

[illegible] the [illegible] of [illegible] [illegible], [illegible] [illegible] [illegible]

M.S.T.C.	3	Norfolk	5
M.S.T.C.	6	E. Carolina	0
M.S.T.C.	0	E. Carolina	3
M.S.T.C.	8	Fort Bragg	2
M.S.T.C.	7	Bloomfield	1
M.S.T.C.	1	Rider College	13
M.S.T.C.	9	Rider College	0
M.S.T.C.	0	Upsala	3
M.S.T.C.	3	Queens College	4
M.S.T.C.	4	Panzer	2
M.S.T.C.	4	Trenton	7
M.S.T.C.	8	Bloomfield	3
M.S.T.C.	11	Paterson	2
M.S.T.C.	5	Newark S.T.C.	0
M.S.T.C.	5	N.C.E.	2
M.S.T.C.	11	N.C.E.	9
M.S.T.C.	6	panzer	3
M.S.T.C.	3	Seton Hall	2

Wins - 15 Losses - 7

5. Golf

Mr. DeRosa's golfers were once again one of the bright spots in Montclair's sports picture this year. Displaying a great deal of power, the boys were a team to be reckoned with and had a successful season, ending up with 8 Wins and 4 Losses.

M.S.T.C.	6	Faculty	3
M.S.T.C.	4	Fairleigh	5
M.S.T.C.	4	Seton Hall	5
M.S.T.C.	6	Stevens	3
M.S.T.C.	9	Rutgers	0
M.S.T.C.	5	Adelphi	4
M.S.T.C.	6	Upsala	3
M.S.T.C.	4	Fairleigh	5
M.S.T.C.	9	Rutgers	0
M.S.T.C.	4	Seton Hall	5
M.S.T.C.	7	Brooklyn	2
M.S.T.C.	5	St. Peters	4
M.S.T.C.	4th place in Metropolitan Intercollegiates		

Wins - 8 Losses - 4

C. Recommendations for Intercollegiate Athletic Program:

1. A full time maintenance man be hired to take care of Sprague Field and other athletic facilities.
2. A football and basketball scoreboard be obtained as soon as possible.
3. The football team should have a full-time trainer and at least one more assistant coach.
4. All members of varsity teams should have proper athletic insurance.
5. The Junior Varsity basketball team should have the services of a full-time coach.

M.S.T.O.	1	Surface	8
M.S.T.O.	2	S. Venice	8
M.S.T.O.	3	T. Quantico	8
M.S.T.O.	4	Fort Lewis	8
M.S.T.O.	7	Elmendorf	7
M.S.T.O.	7	Tyndall - Village	13
M.S.T.O.	7	Tyndall Village	9
M.S.T.O.	8	Yuma	8
M.S.T.O.	8	Omaha Village	4
M.S.T.O.	8	Hickam	8
M.S.T.O.	8	Travis	7
M.S.T.O.	8	Elmendorf	8
M.S.T.O.	11	Torrejon	8
M.S.T.O.	8	Hickam - M.S.T.O.	8
M.S.T.O.	8	M.S.T.O.	8
M.S.T.O.	11	M.S.T.O.	8
M.S.T.O.	8	Quantico	8
M.S.T.O.	8	Lewis Hall	8

Wins - 18 Losses - 2

6. Golf

Mr. Lakeside golfers were some years late of the Bergen sports in Hoboken's Jersey City during this year. Displaying a great deal of power, the Jays were a team to be reckoned with and had a successful season, ending up with a 7-1 and 4 losses.

M.S.T.O.	2	Hawaii	3
M.S.T.O.	3	Philippine	6
M.S.T.O.	4	Union Hall	8
M.S.T.O.	6	Stevens	2
M.S.T.O.	9	Bergen	0
M.S.T.O.	8	Adelphi	4
M.S.T.O.	8	Texas	3
M.S.T.O.	4	Philippine	6
M.S.T.O.	9	Bergen	0
M.S.T.O.	4	Union Hall	8
M.S.T.O.	7	Rosalyn	0
M.S.T.O.	1	St. Peters	4
M.S.T.O.	4th place in Metropolitan Intercollegiates		

Wins - 8 Losses - 4

7. Recommendations for Intercollegiate Athletic Programs:

1. A full time maintenance man be hired to take care of Lawson Field and other athletic facilities.
2. A football and basketball scoreboard be erected as soon as possible.
3. The football team should have a full-time trainer and at least one more assistant coach.
4. All members of varsity teams should have proper athletic insurance.
5. The Junior Varsity basketball team should have the services of a full-time coach.

VI. Intramural Program

This program is supervised by Mr. J. DeRosa. The league is operated by work scholarship students. Dr. Coder's class of Physical Education minors provide the officials for the games. A report of evaluation is turned over to Dr. Coder on the ability of these officials.

There were approximately one-hundred participants, who carried on a full basketball season of thirty games. These games were held each Wednesday night from 7:30 to 9:00 P.M. No members of the Varsity and Junior Varsity teams are allowed to play Intramurals.

Teams are chosen at random by selected captains from a chosen sign-up sheet posted in the hall early in November. Twelve to fifteen players are placed on each team, allowing the absence of some players for club meetings.

VII. College High School Boys' Health and Physical Education Program

A. Health

1. One hour of weekly instruction was provided for all seventh grade boys. A combination text and manual entitled "Health" proved to be satisfactory. The aim of the course was to help the boys gain a better understanding of the human body and its functions so as they may live a healthier and happy life.

B. Physical Education

1. Required program

All boys from grade seven through grade twelve participated in the scheduled gym classes. Fundamentals of various games and activities were taught.

Fall - Touch football, soccer, games
Winter - Volleyball, gymnastics, basketball, relays, games
Spring - Track, softball, kickball

2. Intramurals

A school-wide volleyball tournament operated between the basketball and baseball seasons.

A special program for the seventh and eighth grade boys, under the supervision of W.A. Newman, a college student, operated each day during the noon recess and twice weekly after school. Parent co-operation was excellent and essential for the successful operation of this program. Mr. Newman taught the various skills and fundamentals of football, basketball, and baseball. Some games with local schools were arranged.

3. Varsity program

Our varsity program included: six-man football, basketball, and baseball. A limited schedule was

VI. Intramural Programs

This program is supervised by Dr. J. Lehman. The league is operated by more experienced students. Dr. Hodder's class of Physical Education always provide the officials for the games. A means of evaluation is based upon Dr. Hodder on the ability of these officials.

There were approximately two-hundred participants, who carried on a full intramural season of thirty games. These games were held each Wednesday night from 7:00 to 9:00 P.M. So students of the faculty and junior faculty based are allowed to play intramurals.

Teams are chosen at random by polished cards from a chosen eligibility chart posted in the mail early in November. Twelve or fifteen players are placed on each team, allowing the minimum of one player for each position.

VII. College High School Boys' Health and Physical Education Program

A. Health

1. The Dare of health instruction was provided for all seventh grade boys. A mechanization test and manual entitled "Health" proved to be satisfactory. The aim of the course was to help the boys gain a better understanding of the human body and its functions so as they may live a healthier and happy life.

B. Physical Education

1. Regular program

All boys from grade three through grade twelve participated in the scheduled gym classes. Fundamentals of various games and activities were taught.

Fall - Touch football, soccer, games

Winter - Volleyball, dynamiton, basketball, relays, games

Spring - Track, softball, elastball

2. Intramurals

A school-wide volleyball tournament operated between the basketball and baseball seasons.

A special program for the seventh and eighth grade boys, under the supervision of K.A. Hodder, a military student, operated each day during the noon hours and brought active calls. Parent supervision was excellent and essential for the successful operation of this program. Dr. Hodder taught the various skills and fundamentals of football, basketball, and baseball. Some games with local schools were arranged.

3. Varsity program

Our varsity program included: six-man football, basketball, and baseball. A limited schedule was

also arranged in cross country, tennis, and golf. The football team finished first in the Metropolitan Six-Man Football League. The basketball and baseball teams competed as a member of the North Jersey Ivy League for smaller private schools. College High is a charter member of both leagues. Competition in both leagues is highly desirable for College High School teams.

Results -

Sport	Coach	Results	Students
Football	W.P. Dioguardi	5 - 1	18
Basketball	W.P. Dioguardi	4 - 12	22
Baseball	H.E. Schmidt	3 - 8 - 1	16
Cross-Ct.	W.P. Dioguardi	1 - 2	7
Golf	W.P. Dioguardi	0 - 3	7

C. Recommendations for the College High School Program
1. Some provision should be made to give us more playing and practice areas. Some provision should be made to hasten the rebuilding of the backfield.
2. Conditions in the gym and shower rooms should be investigated for hazards and unsanitary conditions.

Respectfully submitted,

William P. Dioguardi
(signed)

Respectfully submitted
Henry E. Schmidt
Director Department of
Health & Physical Education

also arranged in order (water, bread, and milk). The football game (because first in the alphabetical listing football). The discussion and problem group consists as a member of the family during the Depression (or reality provide) should. Making this is a charter member of both groups. Everything is both lacking in reality determine the [illegible] [illegible] [illegible].

Results -

Class	Course	Teacher	Enrollment
Football	7.1. [illegible]	2 - 3	3
Bookkeeping	7.1. Discussion	4 - 5	25
Baseball	8.2. Reading	2 - 3 - 4	15
Drama-Ch.	7.1. Discussion	2 - 3	7
Math	7.1. Discussion	3 - 3	7

C. Recommendations for the Jullage High School Program

1. Some provision should be made to give as more elective and practice level. Some provision should be made to meet the requirements of the [illegible].
2. Qualifications in the arts and theatre [illegible] should be investigated for [illegible] and [illegible] [illegible].

Respectfully submitted,

William F. Chapman
(signed)

Respectfully submitted
Thomas F. Hartnett
Daniel Dipentima
Walter F. Lynch [illegible]

March 25, 1955

Proposed Physical Education Program

Freshman Year

Semester I			Semester II		
Eng. 100A	World Literature	3	Eng. 100B	World Literature	3
S.S. 100A	Civ. & Cit.	3	S.S. 100B	Civ. & Cit.	3
Int. 100	Ment.Hyg. & Pers.A.	2	H.E. 100	Healthful Living	2
Chem. 101	Gen. Coll. Chem.	3	Chem. 102	Gen. Col. Chem.	3
Art 100	Art Appreciation	1	Music 100	Music Appreciation	1
Major Course			Major Course		
P.E. 100A	Ath. Games & Sports	1	P.E. 100B	Ath.Games & Sports	1
P.E. 101	Tap,Folk & Soc. Dan.	2	P.E. 102	Tap,Folk, & Spc.Dn.	2
	TOTAL	15	P.E. 103	Games	2
				TOTAL	17

Post College Program-June-Aquatics 1 Safety & First Aid 1
Two hours of Physical Education required each semester.

Sophmore Year

Eng. 200A	Composition	3	Eng. 200B	Fund. Of Speech	3
S.S. 200A	Cont. Amer. Life	3	S.S. 200B	Cont. Amer. Life	3
Int. 200A	Child Growth & Dev.	2	Int. 200B	Psy. of Adol.	2
H.E. 201A	Anatomy	3	P.E. 201B	Kinesiology	2
P.E. 200A	Ath.Games & Sports	1	P.E. 202	His. & Prin.P.E.	2
Bio. 209	Human Biology	3	P.E. 200B	Athletic Games & s.	1
	TOTAL	16	Minor Course		4
				TOTAL	16

Two hours in Physical Education required each semester.
Post College Program-June-Water Safety 1 Camping Education 1

Junior Year

Int. 300A	Aims & Org. of S.E.	2	Int. 300B	Prin.Tech.of S.Sc.	2
Lang.300	Foundations of Lan.	2	Math.300	Soc.&Com.UsesMath	2
P.E. 307	Methods Coach. Off.	3	P.E. 308	Methods Coach.Off.	3
Bio. 409	Human Physiology	3	P.E. 303	Theory of Play	2
P.E. 300A	SelfTesting Act.	1	P.E. 304	Program of P.E.	2
P.E. 301	Meth. Teach. Tap,etc	2	P.E. 300B	SelfTesting Act.	1
P.E. 302	P.E. for Atypicals	2	P.E. 305	Gymnastics	2
Elective		2	Elective		2
	TOTAL	17		TOTAL	16

Senior Year

Int. 400A	Prin.&Phil.Sec.Ed.	2	Int. 403	Student Teaching	10
Math.400	Ed. Statistics	2	Int. 400B	Practicum	2
P.E. 401	TeachingP.E.Sec.Sch.	3	P.E. 403	Tests & Measure.	2
P.E. 409	Org. & Ad. of P.E.	3	P.E. 406	Audio & Vis. Aid. in Health & P.E.	2
P.E. 407	Care,Prev. of Inj.	2			
Electives		4			
	TOTAL	16		TOTAL	16

Total Number of Semester hours required for the degree 128

March 20, 1969

Proposed Physical Education Programs

Freshman Year

Semester I		Semester II	
Eng. 1004 World Literature	3	Eng. 1005 World Literature	3
P.E. 1004 Dir. & Dis.	3	P.E. 1005 Dir. & Dis.	3
Int. 1007 Soci.Sty. & Prob.A.	4	P.E. 1006 Recreational Dance	3
Chem. 101 Gen. Coll. Chem.	3	Chem. 102 Gen. Coll. Chem.	3
Art 100 Art Appreciation	3	Music 100 Music Appreciation	3
Major courses		Major courses	
Ed. 1006 Ath. Games & Sports	3	P.E. 1008 Ath. Games & Sports	3
P.E. 101 Tap,Folk & Soc. Dan.	3	P.E. 102 Tap,Folk, & Soc.Dan.	3
TOTAL	17	P.E. 103 Gymnastics	3
		TOTAL	17

Test College Freshman-Sophomore-equivalent. 1 Writing 2 Speak like 1
Two hours of physical Education required each semester.

Sophomore Year

Eng. 2004 Composition	3	Eng. 2005 Prob. of Essays	3
P.E. 1004 Gymn. Inter. Jim	3	P.E. 2006 Gymn. Inter. Jim.	3
Int. 2004 Child Growth & Dev.	3	Soc. 1002 Pri. of Soc.	3
P.E. 2014 Anatomy	3	P.E. 2015 Kinesiology	3
P.E. 2004 Ath.Games & Sports	3	P.E. 2016 Ele. & Tech.P.E.	3
Sto. 200 Tumbl Gymnastics	3	P.E. 2020 Athletic Coach & Ad.	3
TOTAL	18	Minor Course	3
		TOTAL	18

Two hours in Physical Education required each semester.
Test College Freshman-Sophomore-Entry Safety 1 Speaking Composition 1

Senior Year

Int. 3004 Aims & Org. of P.E.	3	Int. 3005 Tch.Prac.of P.E.	3
Lang.3000 Foundations of Lng.	3	Soc.3000 Soc.Found.	3
P.E. 3007 Methods Coach. Off.	3	P.E. 3008 Methods Officiating	3
Edu. 4008 Human Dynamics	3	P.E. 3009 Theory of Play	3
P.E. 3004 Self-Testing Act.	1	P.E. 3010 Theories of P.E.	3
P.E. 301 Safe. Treat. Tra.Prac.	1	P.E. 3011 Self-Testing Act.	1
P.E. 302 P.E. for Elementary Elective	3	P.E. 302 Gymnastics Elective	3
TOTAL	17	TOTAL	16

Senior Year

Int. 4004 Prob.Adol.Sec.Sch.	3	Int. 405 Student Teaching	12
Math.400 Ed. Statistics	3	Int. 4000 Problems	3
P.E. 401 Kinesiology & Ana.Ap.	3	P.E. 402 Tests & Measure.	3
P.E. 400 Org. & Ad. of P.E.	3	P.E. 403 Audio & Vis. Aids to Health & P.E.	3
P.E. 407 Case,Prev. of Inj.	3		
Electives	6		
TOTAL	18	TOTAL	18

Total Number of Semester hours required for the degree 132

GYMNASIUM TEACHING STATION REQUIREMENTS

1. Freshmen to take 2 hours per week of required general physical education.

2. Freshmen classes to average 25 pupils. (Dr. C. Westby's figure 4/23 letter)

3. Freshmen - authorized size 355 Ratio - Men : Women -- 2 : 3
   Men 142 - Women 213

4. Freshmen Men - 6 sections 12 hours
   Women - 9 sections 18 hours

5. Sophomores to be given choice of specializing in meeting physical education requirements.

6. This policy promises to increase carry-over values into upper college years and adult life.

7. Should result in elections of work in junior and senior years.

8. Classes should be distributed throughout day to insure students getting activity desired.

9. Sophomore Men's Classes

Sections		Maximum Size
2	Sports (softball, basketball, volleyball, touch football)	25
1	Individual and Dual Games (Badminton, Shuffleboard, Pingpong, deck tennis)	20
2	Golf (Indoor and outdoor instruction)	20
1	Tennis (Tennis and Paddle Tennis)	20
1	Gymnastics (Tumbling, Apparatus)	25
1.	Advanced General Phys. Ed.	25
1	Archery	16
1	Fencing	12

10 sections - 20 hours

10. Sophomore Women's Classes

Sections		Maximum Size
2	Dance (modern dance)	25
2	Sports (Hockey, volleyball, soccer, basketball, softball)	25
2	Individual and Dual Games (Badminton, Deck tennis, shuffleboard, duck pin bowling, quoits)	20
3	Golf (indoor and outdoor instruction)	20
3	Tennis (tennis and paddle tennis)	20
2	Gymnastics (tumbling & apparatus)	25
2	Advanced General Phys. Ed.	25
2	Folk & Square Dancing (co-ed?)	25
3	Archery	16
2	Fencing	12

23 sections - 46 hours

11. Physical Education Minor - as now constituted. Department hopes to improve program with use of new facilities.)

Co-Ed Section	Hours
1	2

Men Section	Hours
$1\frac{1}{2}$	3

Women Section	Hours
3	6
	11 hours

12. Electives (at present)

1 section of 2 hours

13. Summary

	Sections		Hours
		Freshmen	
Men	6		12
Women	9		18
		Sophomores	
Men	10		20
Women	23		46
		Minors	
Co-Ed	1		2
Men	$1\frac{1}{2}$		3
Women	3		6
		Electives	
Women	1		2
	$54\frac{1}{2}$		109

14. Teaching space can be used 6 periods per day. Most classes meet 2 days per week. 6 periods per day times 4 days per week equals 24 periods per week per teaching station.

15. 109 Class Hours divided by 24 periods per week per teaching station equals 5 teaching stations required.

Allan Morehead
Coordinator

BASEBALL

April	2	SETON HALL—1:30 P.M.
April	5	AT Fairleigh Dickinson
April	7	NEWARK STATE
April	12	AT Norfolk
April	13	AT Eastern Carolina
April	14	*AT Atlantic Christian
April	15	AT Norfolk
April	19	BLOOMFIELD
April	23	*†RIDER—1 P.M.
April	25	ST. PETERS
April	27	AT Upsala
April	29	AT Iona
April	30	QUEENS
May	3	†AT Panzer
May	4	AT Trenton
May	7	†AT Bloomfield
May	10	PATERSON
May	11	AT Newark State
May	14	*NEWARK COLLEGE OF ENGINEERING—11 A.M.
May	18	†PANZER
May	20	AT Seton Hall
May	23	ALUMNI
May	25	TRENTON

Home Games—Sprague Field—Time 3:15 P.M.
*Double-header
†NJIA Conference Games

TRACK

April	19	AT Hofstra
April	21	AT West Chester
April	23	AT C.T.C. Relays
April	27	ST. PETERS
April	29	AT Penn Relays
April	30	AT Penn Relays
May	4	EAST STROUDSBURG
May	7	N. J. I. A. C.
May	11	UPSALA
May	14	AT New Britain C.T.C.
May	21	ADELPHI
May	27	TRENTON

Captain: Ronald Armengol
Home Meets—Sprague Field
STARTING TIME:
Week Days—4:00 P.M.
Saturday—2:00 P.M.

GOLF

April	1	Faculty	WCC
April	7	Fairleigh Dickenson	WCC
April	15	Seton Hall	CCC
April	20	Stevens	ECW
April	25	Rutgers	ECW
April	29	Adelphi	BGC
May	2	Upsala	ECW
May	6	Fairleigh Dickenson	ECW
May	9	Rutgers	PCGC
May	13	Seton Hall	ECW
May	17	Metropolitan Intercollegiates	A
May	20	Brooklyn	BBGC
May	25	St. Peters	BBGC

Captain: Graham Elliott
Manager: John Vandenberg
Starting Time—2:30 P.M.

ANNUAL REPORT OF THE SCIENCE DEPARTMENT

1954-1955

I. Building Program

A. The Building

Construction of the Classroom Building was begun in the Fall of 1954. By the end of June 1955 the frame and floors were erected.

B. Equipment for the Science Portion of the Classroom Building

It was stated in the Report for 1953-1954 that the equipment request for $114,000 was carefully reexamined to find items which could be omitted at present by:

1. Substituting presently used furniture;
2. Constructing makeshifts from rough lumber or from equipment in the currently used laboratories or stock rooms;
3. Deferring for future purchase.

A minimum list of items estimated to cost over $70,000 was left.

Dr. Westby's staff considered all demands for equipment by the departments to be housed in the Classroom Building. They allotted about $60,000 for science equipment. Last Spring, Mr. Miers representing Dr. Westby's office, Mr. Morehead representing Dr. Partridge and the Head of the Science Department went over this list and eliminated for present purchase a few additional items.

At this meeting it was pointed out that if further cuts must be made, then some of the laboratories could not be moved. This would prevent release of rooms in the main building and in WA-3. It was recommended that such cuts, if necessary, would be from the General Chemistry and Organic Chemistry Laboratory. This meant that Rooms 23 and 23A in the main building could not be released. Additional equipment would have to be secured to enable both the new and old laboratories to be used. A report of the final decision of what was to be purchased was not given to the department.

II. Science Courses in the Undergraduate College 1954-1955

In this section of the annual report will be found the enrollment of the college for the Fall Semester and the Spring Semester of the year 1954-1955.

Two courses: Science 100A - Physical Science, and Science 100B - Biological Science, are general courses for non-science majors. The students are assigned to them. Those who offer neither physics, nor chemistry, nor both take Physical Science; those with no high school Biology take the Biological Science.

Integration 478 - Science in the Elementary School was offered each semester and in the Summer to meet certification requirements in the elementary school.

Home Economics majors were placed in General College Chemistry with the Science majors and minors.

Enrollment will be found in the following pages for each science course.

Science Department Table I
Enrollment by Class

Freshmen	36
Sophomores	21
Juniors	17
Seniors	18
Total Majors	92
Graduated June 1954	17

Science Department Table II
Enrollment by Courses

Survey of Physical Science 1954-1955

Fall Semester 1954

Number	Title	Credit	Enrollment
100A -1	Survey of Physical Science	4	31
100A -2	Survey of Physical Science	4	34
100A -3	Survey of Physical Science	4	26

Spring Semester 1955

100A -1	Survey of Physical Science	4	34
100A -2	Survey of Physical Science	4	27
100A -3	Survey of Physical Science	4	24

[illegible]

[illegible]

[illegible]

Survey of Biological Science 1954-1955

Fall Semester 1954

Number	Title	Credit	Enrollment
100B -1	Survey of Biological Science	4	23
100B -2	Survey of Biological Science	4	26
100B -3	Survey of Biological Science	4	25

Spring Semester 1955

100B -1	Survey of Biological Science	4	27
100B -2	Survey of Biological Science	4	23
100B -3	Survey of Biological Science	4	25

Integration 478 - Science in Elementary Schools

Summer 1954

Int. 478	Science in Elementary Schools	2	23

Fall 1954

Int. 478 -1	Science in Elementary Schools	2	19
Int. 478 -2	Science in Elementary Schools	2	16

Spring 1955

Int. 478 -1	Science in Elementary Schools	2	36
Int. 478 -2	Science in Elementary Schools	2	33

Biology, Chemistry, Physics

Fall 1954

Biol 101-1	Botany	4	21
Biol 101-2	Botany	4	18
Biol 201-1	Zoology	4	16
Biol 201-2	Zoology	4	16
Biol 402	Mammalian Anatomy and Histology	4	9
Chem 101-1	General Chemistry	4	17
Chem 101-2	General Chemistry	4	17
Chem 202	Analytical Chemistry	4	8
Chem 405	Organic Chemistry	4	19
Phys 101-1	General Physics	4	18
Phys 101-2	General Physics	4	12
Phys 402	Advanced Electricity	4	16
Sci 401	Teaching of Science	3	19

Survey of Bluegill Sunfish Populations

Fall Sampling 1983

Number	Title	Pages	Illustrations
1983 -1	Survey of Bluegill Sunfish	[illegible]	[illegible]
1983 -2	Survey of Bluegill Sunfish	[illegible]	[illegible]
1983 -3	Survey of Bluegill Sunfish	[illegible]	[illegible]

Spring Sampling 1987

1987 -1	Survey of Bluegill Sunfish	[illegible]	[illegible]
1987 -2	Survey of Bluegill Sunfish	[illegible]	[illegible]
1987 -3	Survey of Bluegill Sunfish	[illegible]	[illegible]

Tabulation 1987 - Volume 1a Elementary Schools

Summer 1987

Tab. 1987	Volume 1a Elementary Schools	[illegible]	[illegible]

Fall 1986

Tab. 1987 -1	Volume 1a Elementary Schools	[illegible]	[illegible]
Tab. 1987 -2	Volume 1a Elementary Schools	[illegible]	[illegible]

Spring 1987

Tab. 1987 -1	Volume 1a Elementary Schools	[illegible]	[illegible]
Tab. 1987 -2	Volume 1a Elementary Schools	[illegible]	[illegible]

Business Transfers Studies

Fall 1985

Bus. 1985-1	Summary	[illegible]	[illegible]
Bus. 1985-2	Summary	[illegible]	[illegible]
Bus. 1985-3	Summary	[illegible]	[illegible]
Bus. 1985-4	Summary	[illegible]	[illegible]
Bus. 1985	Transfering Students and Summary	[illegible]	[illegible]
Class 1985-1	Summary Statistics	[illegible]	[illegible]
Class 1985-2	Summary Statistics	[illegible]	[illegible]
Class 1985	Individual Statistics	[illegible]	[illegible]
Class 1985	Summary Statistics	[illegible]	[illegible]
Plan 1985-1	Summary Comments	[illegible]	[illegible]
Plan 1985-2	Summary Comments	[illegible]	[illegible]
Plan 1985	Summary Comments	[illegible]	[illegible]
Bus. 1985	Average Curriculum	[illegible]	[illegible]
Bus. 1985	Transfering of Students	[illegible]	[illegible]

Spring 1955

Biol 102-1	Botany	4	18
Biol 102-2	Botany	4	20
Biol 202-1	Zoology	4	16
Biol 202-2	Zoology	4	14
Biol 409	Physiology	4	9
Chem 102-1	General Chemistry	4	16
Chem 102-2	General Chemistry	4	18
Chem 203	Analytical Chemistry	4	6
Chem 406	Organic Chemistry	4	19
Phys 102-1	General Physics	4	15
Phys 102-2	General Physics	4	15
Sci 404	Problems for Science Teachers	2	15

Summer 1955

Biol 203	Field Biology	2	11

III. Record of Science Majors Assigned to Student Teaching

Spring Semester 1955

Bassani, Mary Lou	Bergenfield
Caputi, Rita	Clifton
Fuhse, Bernice	East Orange
Griesemer, Elizabeth	Central, Paterson
Hanlon, David	West Orange
Hitz, George	Dumont
Hofstetter, Camilla	Boonton
Loukedis, Lucas	Pompton Lakes
Nardo, Anne	Ramsey
Newbold, Joseph	Glen Rock
	Belleville
O'Connor, Patrica	Irvington
Renna, Emilie	Orange
Teresinski, Kathleen	West Orange
Ubaldo, Ralph	Passaic Valley

Graduate Division

Casper, Leonard	Eastside, Paterson
Checkley, Vivian	Garfield
Gallo, Joseph	Montclair
McCarthy, Donald	Emerson, Union City

IV. Graduate Courses Offered July 1, 1954 to June 15, 1955

Summer Session 1954

Number	Title	Credit	Enrollment
Phys. 411	Photography	2	7
Phys. 512	Modern Physics	4	10
Phys. 406	Astronomy	2	6

Fall Semester 1954

Biol 412	Genetics from Mendel to Lysenko	2	10
Sci 410-1	Junior High Science Demonstrations Part I	2	13
Chem 509	Advanced Inorganic Chemistry	4	10

Spring Semester 1955

Biol 509	Botany of Flowering Plants	4	12
Sci 410-2	Junior High Science Demonstrations Part II	2	18

Graduate Enrollment Statistics 1954-1955

Graduate Students Matriculated July 1, 1954	35
Matriculated between July 1, 1954 and June 15, 1955	11
Graduated June 1955	4
Graduated August 1954	2

V. Special Areas of Science Experience

Utilization of College High School Classes in Teacher Training.

Freshmen:	Two observations per week second semester in seventh and eighth grade	1150 hrs.
Sophomores:	One observation per week in high school laboratory of biology	682 hrs.
Juniors:	One observation per week in chemistry or physics	524 hrs.
Seniors:	Three observations per week in eighth grade science the Fall semester	912 hrs.
	Total Observations	3268 hrs.

VI. Curriculum Construction

Science curriculum construction was halted for months pending decisions on General Education and Basic Professional Education by the State Curriculum Commission. No definite decisions were made by the end of the spring semester.

One meeting of the state wide science teachers committee was held. A tentative curriculum for training secondary science teachers was proposed. But as the whole picture remained obscured due to lack of decisions mentioned above, no definite progress was made.

It is becoming apparent that the teaching staff and facilities for teaching the orientation courses in Biological Science and Physical Science are inadequate. So a proposal has been made to put some freshmen who appear to be well prepared in science into Botany and College Physics.

VII. Recommendations

1.. It is apparent that the facilities for the orientation courses are inadequate to accommodate all freshmen. Some examination should be found or constructed to locate those students who may be excused.

2. Reexamine the science curricula as soon as the whole curriculum pattern takes shape.

3. Determine what furniture and storage equipment can be salvaged from presently used facilities.

4. Plan a schedule for moving each laboratory into the new building.

5. Plan how the present equipment and stock may be divided between the laboratories for general and organic chemistry in the main building and new classroom building. If a complete switch from the present to new location cannot be made, additional desk facilities, equipment, and chemicals must be provided.

Respectfully submitted,

Rufus D. Reed

Rufus D. Reed, Chairman
Science Department

New Jersey State Teachers College at Montclair

Department of Social Studies

Report to the President
Academic Year
1954 - 1955

The enrollment in the Social Studies Department for the year closing in 1955 was as follows:

Table No. 1 -- Majors

Freshmen	80
Sophomores	53
Juniors	49
Seniors	63
Total	240

Table No. 2 -- Minors

History		Political Science and Economics	
Sophomores	20	Sophomores	9
Juniors	15	Juniors	17
Seniors	18	Seniors	8
Total	53	Total	34

There are three matters which are in particular need of consideration this year. 1) the growing need for additional staff, 2) the needs for changes in course offerings to meet the requirements of the new curriculum, 3) the need for additional space and other equipment when adjustments are made at the completion of the building program.

One new member has been added to the staff, Dr. Seymour Fersh, a young man of excellent background and personality. But the

The Lower Rio Grande Teachers Colleges of Texas

Department of Social Studies

Trends in the Curriculum
Academic Year
1970 - 1971

The enrollment in the Social Studies Department was this year distributed in 1970 and as follows:

TABLE No. 1 — Majors

Freshmen	[illegible]
Sophomores	[illegible]
Juniors	[illegible]
Seniors	[illegible]
Total	[illegible]

Table No. 2 — Minors

Minors	Minors in Lower and Secondary
Sophomores [illegible]	[illegible]
Juniors [illegible]	[illegible]
Seniors [illegible]	[illegible]
Total [illegible]	Total [illegible]

There are three members which are in curriculum that is constantly changing. If the trends and the movement which if the needs for changes in course offerings in keep the requirements of the new curriculum. If the need for additional staff and other equipment when adjustments are made in the emphasis of the teaching process.

The new course has been added in the month 20, because there is a great use of available materials and resources. The use

addition is quite inadequate. With the growing size of entering classes so much teaching time absorbed by the required General Education courses that there is already insufficient time for other necessary teaching. Even this coming spring, with a graduating class smaller than in recent past years, there will not be enough Social Studies teachers available to supervise Social Studies majors in their practice teaching. It is, of course most unfortunate that these seniors — possibly ten of them this year (1956) — will be without the guidance of instructors in their own field when they know.

There is another serious consequence of the staff inadequacy. In past years we have been concerned because the requirement of a second minor in Elementary education has made it impossible to offer elective courses. The new curriculum will probably recommend — if not require — the offering of a considerable number of elective courses. But now, with the elementary minor no longer a problem, we have found it impossible to offer more than one or two elective courses a semester, because there are no teachers with time available to teach them.

During the Spring of 1954 there was an extended departmental meeting at which we discussed the probable changes that might be necessary and desirable under the proposed new curriculum. The principal matter under consideration was how to provide for the majors in the Social Studies full coverage for the General Education requirements while at the same giving them the necessary

coverage in their specialized field.

There was general agreement that it is best, on the whole to work toward the establishment of three credit courses in all subjects. While the chief aim is to eliminate the admittedly unsatisfactory character of two credit courses, this plan would also do away with the four four credit courses which now are being given.

The General Education requirements in the new curriculum for Social Studies will presumably involve a general historical survey, possibly including American history, as well as introductory surveys in the fields of economics, sociology and government - and also, possibly in international relations. The available number of credits for both General Education and major specialization will probaly be about forty-seven.

With these considerations in mind the following tentative program has been approved:

A three credit course in Early History, covering the origins of civilization and the cultures of the Ancient World -- near Eastern, Greek and Roman.

A three credit course in Medieval History, carrying the story of civilization to about 1515.

Three courses, three credits each, in the history of the United States, divided somewhat as follows: American History to 1865, United States History, 1865 - 1914, and Recent United States History, running approximately to the present.

Two courses, three credits each, in the field of economics, including principles of economics with attention given to certain selected current economic problems.

One three credit course in the field of government, with the emphasis primarily upon American government, but with attention also to international relations and the processes by which they are carried on.

One three credit course in New Jersey history and state and local government in New Jersey.

One three credit course in the principles of Sociology, with consideration of major current social problems.

The three credit course, as at present, in Metropolitan Field Trips.

The course in the Methods of Teaching the Social Studies which is also three credits at present.

This arrangement amounts to a total of forty-five credits and will have the advantage, we believe, of filling certain gaps which now exsist in the preparation of the majors, while at the same time it will cover more systematically and thoroughly the expected requirements in General Education for the Social Studies. There are needless to say, additional courses which could, with advantage, be required, and if it should be possible to utilize as many as forty-eight credits, one further required course would be recommended.

Another matter which has been of much concern to the

department has to do with obtaining more adequate facilities with which to work. When the new buildings become functional some departments will be well provided for, but the social studies department, unless extra room is provided and other changes made in the old administrative building will be worse off than at present -- which is bad. One member at present occupies office space at the other end of the building from the rest of the department and on another floor. Eight people now have office space in a room which should accomodate not more than two or three. It is inevitable, if enrollment increases as it is expected to do, that new staff members will have to be added. The primary need, therefor is for much more office space than we now have, and with much more privacy for individuals than is at present possible.

Secondly, there is great need for a seminar room, both for the meeting of small groups of the seminar type, as well as for student consultations.

Thirdly, there should be, if at all possible administratively, a Social Studies Library room, preferably in proximity to the chief social study class rooms. Books, both reserved and other, would probably be more conveniently and pleasantly used than is the case now. Also, there are quite a number of books of our own stored away and practically unused which could be used under conditions such as are being suggested. Even more important, such a library room would provide a means of caring for and for orderly distribution of the considerable number of maps which

it is now almost impossible to keep track of, since no one has particular responsibility for doing that. Possibly students having work scholarships could be used as librarians, if such a library were approved.

Fourthly, it would be a great improvement to have Social Studies class rooms in proximity to the offices and to each other. As things are some Social Studies classes meet in all parts of the old building as well as in the temporary buildings. Finally, it would be desirable to have one large room -- of the size of room 24 -- assigned exclusively to the department. Large classes cannot be properly taught in rooms of smaller size.

These suggestions are made with reference, also, to certain other needs, referred to in several previous reports. In some, anything like a successful working of the guidance program depends upon certain of the changes mentioned above. Satisfactory individual consultations with students are out of the question under conditions which now prevail -- eight advisers in one small room. Teachers have been seen standing with students in the corridor for consultation because all near by classrooms and the office were fully occupied.

So far as physical equipment is concerned, there are also long standing deficiencies which should be cared for. There is quite inadequate storage space; the little there is is nostalgia the office of the Head of the Department, hard to get at and a nuisance to all concerned. There is great need for new filing

cabinets; one now used is not much more than paste board. Members are even bringing in their own book cases. The one typewriter available for nine people is of ancient vintage and of doubtful reliability.

Finally, attention should again be called to a matter often discussed and noted in several earlier reports. It has direct relation to the suggestion made above both as to the need for additional staff and more adequate working space. I refer to our difficulties in carrying out our graduate program as we should like to do. That program involves, as will be remembered, standards requiring each candidate for the degree to prepare a carefully done piece of research and to stand oral examination upon the subject chosen. This, in turn, involves a great deal of extra time and work on the part of instructor-sponsors, and finding sufficient free room for examinations which always pile up at about the same time at the end of the year. Until instructors are given time in their teaching load to perform these services we cannot expect the best results.

Respectfully submitted,

E. E. Gayle

New Jersey State Teachers College

at

Montclair

Division of Speech

Report to the President

Academic Year

1954-1955

PROGRESS REPORT - 1954-55 - William A. Ballare

I Classes

A. First Semester

		Students
Eng.200B	Fundamentals of Speech	18
Eng.200B	Fundamentals of Speech	18
Eng.106	Oral Interpretation	13
Eng.204	Extemporaneous Speaking	15
Eng.417	Speech Methods	29
	Total	93

B. Second Semester

Eng.104	Phonetics	25
Eng.204	Extemporaneous Speaking	14
*Eng.106	Oral Interpretation	22
Eng.457	Workshop in Speech Activities	13
Eng.A457	Workshop in Speech Activities	14
	Supervision of Student Teachers (assigned)	6
	Voluntary (1 visit per student)	3
	Total	97

Total for Year - 190

*Class was divided into two sections, thus assuring better training and twice as many reading experiences for each student.

II Student Conferences

	Students
Eng.200B - 15 minutes per pupil	36
Advisees - 10 minutes per pupil	20
Prospective speech majors - 15 minutes per candidate	12
Prospective transfers - 5 minutes per candidate	20 - 25
Prospective speech minors - 10 minutes per candidate	30
Student-initiated (personal problems, etc.)	50 - 60

III Faculty Conferences: Weekly luncheon meetings

IV Extra-Curricular Activities

A. On Campus

1. In charge of designing and constructing stage set, costumes, make-up, and providing ushers for The Philadelphia Story
2. Directed The Cradle Song
3. Member of the Assembly Program Committee
4. Chairman: Faculty Association Nominating Committee
5. Co-directed and moderated Second Annual Speech Institute on Campus: Dr. Letitia Raubichiek, lecturer
6. Assisted with registration of extension students prior to spring semester
7. Proctored during the sophomore examinations
8. Co-directed the speech examination for 700-750 prospective freshmen
9. Proctored English examination taken by prospective freshmen

I. **Classes**

A. First Semester

		Minutes
Eng.200	Fundamentals of Speech	18
Eng.200	Fundamentals of Speech	18
Eng.106	Oral Interpretation	45
Eng.204	Extempor-neous Speaking	15
Eng.117	Speech Clinic	45
	Total	141

B. Second Semester

Eng.104	Phonetics	45
Eng.204	Extempor-neous Speaking	15
Eng.106	Oral Interpretation	45
Eng.117	Coaching in Speech Activities	45
Eng.117	Coaching in Speech Activities	30
Supervision of Student Teachers (seminar)		6
Voluntary (2 1/2 hr. per student)		5
	Total	141

Total for Year - 282

Class was divided into two sections, time according better instruction and twice as many speaking opportunities for each student.

II. **Student Conferences**

	Minutes
Eng.200 - 15 minutes per pupil	30
Informal - 10 minutes per pupil	20
Prospective speech majors - 15 minutes per candidate	15
Prospective transfers - 5 minutes per candidate	20 - 25
Prospective speech minors - 15 minutes per candidate	30
Student-initiated (personal problems, etc.)	30 - 60

III. **Faculty Conferences:** Weekly informal meetings

IV. **Extra-Curricular Activities**

A. On Campus

1. In charge of developing and constructing stage sets, costumes, make-up, and providing music for the Melodettes Club
2. Directed the Drama Club
3. Member of the Assembly Program Committee
4. Chairman, Faculty Association Publicity Committee
5. Co-directed and moderated speech Annual Chapel Program on Tempo, in. Lettie Kuykendal, Lecturer
6. Assisted with registration of extension students prior to spring semester
7. Functioned during the midterm examinations
8. Co-directed the speech examination for 750-750 prospective freshmen
9. Functioned English examination times by prospective freshmen

10. Directed student, P.E. Woodford, who participated in inter-college exchange assembly program at Glassboro
11. Directed student, Louis Cirignano, who made two Veterans Association Awards during spring awards assembly
12. Advised several graduates responsible for presenting assembly programs in their respective schools

B. Off-Campus Activities
1. Participated on panel, Speech Association of New Jersey, Secondary School Conference - Topic: "Place of Public Speaking in Secondary Schools"
2. Assisted Miss Kauffman administer speech survey at North Haledon
3. Assisted Miss Kauffman administer speech survey at West Orange
4. Judged American Legion oratorical contest at Irvington

V In-Service Training at New York University

	Sem.Hrs.
A. Summer - 1954	
1. Resource Material for the Speech Teacher	3
2. Methods of Application of Research	3
3. Research in the Field of Speech Arts	3
B. Fall - 1954	
1. World Drama	3
C. Spring - 1955	
1. American Drama	3
Total -	15

VI Community Services
A. Member (elected) of the Little Falls Board of Education: Chairman of the Education Committee. Improvement of salary schedule and school buildings has begun to attract MSTC graduates. Last year - one; this coming fall - three.
B. Member of the Civil Defense Corps at Little Falls
C. Member of the Make-Up Committee: The Montclair Dramatic Club production of Cyrano de Bergerac

VII Affiliations
A. Speech Association of America
B. Speech Association of the Eastern States
C. N.J.E.A.
D. Montclair Teachers Association
E. N.J.S.T. Colleges
F. N.J Council of State Employees
G. College High PTA
H. Great Notch PTA

VIII Recommendations
A. A full-time staff member in the Speech Division to replace me as a co-director of Players
B. Broaden the speech program which will be initiated in the tenth grade at College High School next fall.

10. Directed students, P.C. members, who participated in inter-college economics research projects at Glasgow
11. Directed students, Linda Cairnduff, who with the Glasgow Association inserts during during during events especially
12. Advised general production associations for promoting economic projects in their respective schools

I. Pre-Congress activities

1. Participated on panel, Speech Association of New Jersey, Secondary School Conference - Topic: Place of Public Speaking in Secondary Schools
2. Assisted Miss Kathleen Mahlmeister making money at local meetings
3. Assisted Miss Kathleen Mahlmeister press during at New Orleans
4. Helped question Lenin international members at Glasgow

V Pre-service Training at the Ohio University

A. Summer - 1958
   1. Resource Material for the Speech teacher — sec. hrs.
   2. Methods of Application of Research — 3
   3. Research in the Field of Speech arts — 3

B. Fall - 1958
   1. World Issues — 3

C. Spring - 1959
   1. American Issues — 3

Total - 12

VI Community Service

A. Speaker (Member) of the Lincoln Hills Center of Lancaster. Chairman of the Education Committee. Responsibility of helping students who attend institutions and begin to attend with graduation. Last year - seen this coming fall - three.
B. Member of the Civil Defense Corps in Lincoln county
C. Member of the Make-Up Committee. The Committee formulate the procedure of Jornada de Jornadas

VII Affiliations

A. Speech Association of America
B. Speech Association of the Eastern States
C. N.C.T.E.
D. Society Teachers Association
E. N.C.A.T. College
F. N.C. Council of State Colleges
G. College High PTA
H. Great Lakes PTA

VIII Recommendations

A. A full-time staff member in the Speech Division be required as a co-director of Jornada
B. Promote the speech program which will be initiated in the Lincoln Hills at College High School next fall.

C. Discontinue the policy of assigning students to the Eng.200B sections by means of major subject blocs - Students need to adjust to peers with a variety of interests.

D. Continue the policy of limiting class rolls in the Eng.200B sections to 20 students

E. Limit class rolls in Eng.106, Oral Interpretation, and Eng.204, Extemporaneous Speaking, to 16 students per section

F. Change title and revise description in bulletin for Eng.457, Workshop in Speech Activities; recommended title: Directing the School Assembly Program

G. Schedule Eng.457, Workshop in Speech Activities, during speech majors' junior rather than senior year

1. Statistics prove speech majors direct or co-direct at least one assembly program during their student-teaching experience.
2. They should be prepared for such an experience.

H. Improve College assembly programs

1. Include speech majors on the assembly program committee
2. Make fuller use of music majors who might conduct community sings, and so forth
3. Select student speakers who can make themselves heard, who are free of speech defects, and who will prepare their talks more thoroughly
4. Make fuller use of students on the committee: act as ushers, control doors, ventilate gym whenever necessary, and so forth
5. Invite more student organizations to prepare and present assembly programs
6. Discuss and formulate policies to be used in 1956 when assemblies will be presented inthe much-awaited auditorium

William A. Ballare

William A. Ballare

June 10, 1955 - F

C. Discontinue the policy of assigning students to the Eng.200 sections by means of major subject lists - Students need to adjust to peers with a variety of interests.

D. Continue the policy of limiting class size in the Eng.200 sections to 20 students.

E. Limit class size in Eng.108, Oral Interpretation, and Tex.300, Extemporaneous Speaking, to 25 students per section.

F. Change title and revise description in bulletin for Tex.317, working in speech activities; recommended title: Directing the school assembly program.

G. Schedule Eng.317, Workshop in Speech Activities, during spring semester junior rather than senior year.

I. Establish more speech majors direct or co-direct in large one assembly program during their present-teaching experience.

2. They should be prepared for such in advance.

H. Improve College assembly programs

1. Include speech majors on the assembly program committee

2. Make fuller use of speech majors who taken student assembly along, and on tours

3. Select student speakers who can make impromptu talks, who are free of speech defects, and who will provide their talks more thoroughly

4. Make fuller use of students on the committee; not as talkers, control doors, ventilate rm whenever necessary, and so forth

5. Invite more student organizations to prepare and present assembly programs.

6. Discuss and formulate policies to be used in 1956 when assemblies will be presented before non-college audiences

William A. Oldfather

William A. Oldfather

June 10, 1955 - F

SPEECH DIVISION TERM REPORT: 1954-1955 Ellen Kauffman

Since the Administration already has a record of regular class assignments and the number of students attending each class, I have included in this report only information not yet in the files.

SPEECH PRACTICE LABORATORY

A. Children and Public School Pupils enrolled:

1. First semester - Those 10 years of age and over - 21
2. First semester - Those under 10 years of age - 38------Total 59
3. Second semester - Those 10 years of age and over- 32
4. Second semester - Those under 10 years of age - 43------Total 75

B. Speech Improvement Groups for College Students:

1. Number enrolled during the First Semester - 70
2. Number enrolled during the Second Semester - 66 -----Total 136

NOTE: In addition, 30 Associates and Key Members of Sigma Alpha Eta gave at least one hour per week additional instruction to college students needing most help.

C. Supervision of Teaching and Observing in the Laboratory --15 Students each Semester

1. These students taught at least one hour each week and observed one hour each week in the regular Laboratory Session. Each submitted lesson plans for approval and observation reports for each child in the classes. These plans and reports are on file.

2. Students had a total of 30 private students each week for which there are additional plans and reports.

3. Miss Janet Baba conducted our 4th year laboratory branch at Perth Amboy each Friday afternoon under the supervision of Miss Lynch and under the direction of our College Speech Division. This year she had a total of 25 on roll.

4. Miss Myra Lubowitt has been going to Totowa each week to teach a group of boys in the public schools there.

D. Interviews and Conferences:

1. With college students in the laboratory (15 min. average each) - 586
2. With parents and children (45 min. average each) - 152
3. Talks to parents in the laboratory - 10

NOTE: Miss Vivian Coon gave a series of talks on 6 different Wednesday afternoons to parents who brought children to the laboratory.

4. Conferences with nurses, guidance directors, psychologists, and other specialists---------- - 25
5. Number of Interviews via Telephone (15 per week average) - 450

[illegible]

[illegible] the [illegible] [illegible] [illegible] a [illegible] [illegible] [illegible]

E. Highlights in the Laboratory during the Term:

1. Each student teacher gave a demonstration lesson with the Speech Correction theory class as the Audience.
2. Each teacher took complete charge of the Laboratory for one period.
3. Each teacher made a psychological study for one child or student enrolled in the Laboratory. This included home and school visits.
4. Twice during the school year reports of progress were mailed for each child to the different public schools.
5. Student teachers gave demonstration lessons during the Speech Conference Afternoon in December, 1954.
6. Each student teacher interviewed one parent and child under supervision.
7. A Committee drew up a form to use for the progress reports.

ADDITIONAL CONFERENCES

A. With College Students in English 203b and English 103: 3 15-minute conferences with each, or a total of	------	120
B. With advisees- Evening and lunch hour sessions	------	6
C. Speech Division lunch hour meetings (one per week)	------	30
D. With in-coming Freshmen Candidates	------	30
E. With Candidates for Speech Major and Speech Minor	------	50

A MISCELLANY

A. Surveys: (Reports on these are on file in the Speech Office)

1. North Haledon Public Schools---January, 1955 ~~Total of~~ 560
2. W. Orange Public Schools ------March, 1955 Total of 3257

B. Extension Course Off Campus: English 466: Speech Development: Improvement and Re-Education - given at Parsippany-Troy Hills during the Fall Term to in-service teachers, principals, and supervisors.

C. Talks: One to teachers of North Haledon following the survey there.
Six to teachers of the West Orange Schools following the survey.
Six to in-service teachers (Grades 3, 4, and 5) of Lodi
Two full afternoons to teachers of Chatham Township---Chatham Township Workshop
Three to P.T.A. groups: Millburn, St. Cloud's in West Orange, and Clifton.
One to the Business and Professional Women of Little Falls.

D. Speech Conference afternoon: Direction of Sigma Alpha Eta in helping to plan for the exhibit, the mailing of notices, and the conducting of the laboratory on the afternoon of Dr. Raubicheck's visit.

E. Member of the Committee on Curriculum Revision for Speech

F. Attendance of Conferences off Campus:

1. N.J. State Speech Association in March and in May.
2. American Speech and Hearing Association in St. Louis, Missouri, in Oct.
3. Speech Association of the Eastern States in New York City in April.
4. Teachers Colleges of N. J. Institute and Conference - October and May.

G. Use of Films:

1. Seven for the Speech Fundamental classes.
2. Six for the Physics, Anatomy, and Physiology class
3. Seven for the Pathology class

H. Sponsor for Field Trips:

1. To Bell Telephone Laboratories in Murray Hill
2. To St. Vincent's Hospital in New York City.
3. To Columbia University Speech Laboratory.
4. To Moreno: Psycho-Drama

I. Zeta Chapter: Sigma Alpha Eta Adviser:

1. Our Chapter ranks among the top four in the country.
2. Two girls went to St. Louis for the National Convention last October.
3. The chapter sponsored Thhe Conference Day in December.
4. Members helped conduct two speech surveys and under Jerry Canter's leadership made a survey of the Washington School in Rockaway on their own.
5. Several members helped entertain in the Veterans Hospital in E. Orange.
6. There was a good attendance at the Speech Association of the Eastern States in April.
7. Regular meetings on campus were well attended.
8. The annual Christmas party for the children of the Laboratory was delightful.

J. Affiliations:

1. Clinical membership in the American Speech and Hearing Association
2. Sustaining membership in the Speech Association of America
3, Membership in the Speech Association of the Eastern States.
4. Member of the Speech Association of New Jersey.
5. Life Member of Pi Lambda Theta.
6. Membership of NEA, NJEA, and Montclair Teachers Association

K. Graduate Study:

1. Advanced Psychology - 3 points and
2. Problems in Pathology and Re-Habilitation - 3 Points.

Preparation of a project on the SPEECH DIVISION DIRECTED TO MEET THE NEEDS OF SPEECH IN THE PUBLIC SCHOOLS

L. For Fun and Culture: 1. Travel during 1954 in Europe
2. Attendance of 48 plays, musicals, ballets, etc.

— Ellen Kauffman

[illegible] - Page 2

6. Number of the Questions on Controversial Subjects [illegible]

7. Attendance of Conferences and Courses:

1. Full. [illegible]
2. Partial [illegible]
3. [illegible]
4. Complete [illegible]

8. Use of Files:

1. Open for the Speaker [illegible]
2. [illegible]
3. [illegible]

9. Present Its Field Review:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

10. Have Speaker Judge [illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]

11. AFFILIATIONS:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]

12. Graduate Study:

1. Approved [illegible] - 1 [illegible]
2. [illegible] - 3 [illegible]
[illegible]

13. Will [illegible]: 1. [illegible]
2. [illegible]

— [illegible]

Speech Division, L. Howard Fox, 1954-'55

I. Assigned duties in connection with classes:

1. Taught seven courses.

Eng. 200B,	2 sections,	enrollment	35
" 105,	2 "	"	40
" 456,		"	13
" 463,		"	11
" 465,		"	9

2. Supervised student teachers, assigned 3
   " " " voluntary 6

II. As chairman of speech division, following activities resulted:

1. Conducted 30 weekly luncheon meetings of speech faculty
   a. Invited staff members and administrators to discuss future plans, a College High School speech program, and conference and convention plans.
2. Helped to plan and run 2nd annual Speech Conference in December, attended by over 90 New Jersey school officials and teachers.
3. Held speech conference with two assistant superintendents from Clifton regarding that town's contemplated speech work in the schools.
4. Helped to administer speech tests to approximately 275 applicants for transfer and for admittance to freshman class at Montclair.
5. Helped to formulate a revised test for same use, and joined with representatives from five other state teacher colleges in unanimous request to the personnel committee to allow a revision.
6. Supervised departmental interviewing of 18 candidates for freshman speech majors, and 28 for speech minors.
7. Served as chairman of the state teachers college curriculum study committee in Speech.
8. Served as adviser to one-third the speech majors.
9. Interviewed several candidates for place on speech faculty for 1955-'56.

III. Professional affiliations:

1. New Jersey Education Association
2. Speech Association of New Jersey, president
3. Civil Service Employees
4. Speech Association of America

I. Analysis/Action in Commission with Grandees:

1. Tenure Series Accounts.

Jan. 1500, 1 Medinaceli, Alcantarilla		50
" 1505, 2 "	"	54
" 1510,	"	63
" 1515,	"	57
" 1520,	"	

2. Supervisors Commission Inspectors, Monthly 3
" " " Yearly 4

II. In addition to Grandee Accounts, Federally Motivated Tenure:
1. Commanded 10 Yearly Landmark Surveys to Assess Tenure
2. Tenure Shall Commence and Accountabilities be Issued
Before Grandee, a Grandee Shall Submit Annual Accounts,
and Accountants and Inspectors Alone.
3. Failure to Shall Not Not Grandee Tenure Commences to
Commence, Attempted by Order to Use Tenure Without Affiliation
and Exhibit.
4. Shall Grandee Accountants Use the Accounts Accountabilities
Upon Shall Commission Not Tenure Inspectors and Grandee
Work in the Accounts.
5. Failure to Administrative Grandee Tenure to Supervisors 200
Accountants for Commission and Use Administrative to Commission
Alone as Inspectors.
6. Failure to Accountants a Grandee Tenure for Grandee Not, Not Issues
Grandee Commissioners Tenure Use Grandee Tenure Tenure Commission
in Commission Accounts to the Commission Commission to Allow a
Tenure.
7. Significant Commission Accountants at to Accountants for
Commission Grandee Accounts, and if the Grandee Grandee.
8. Failure to Grandee of the Grandee Commission a Large Accountants
Grandee Commission in Tenure.
9. Tenure to Attempt to the Grandee Tenure Grandee Accounts
Administrative Tenure Accountants to Grandee Tenure Tenure
for Grandee.

III. Instructions Affiliations:
1. Use Tenure Commission Accountants
2. Grandee Accountants of the Commission, Accountants
3. Check Commission Inspectors
4. Grandee Accountants of Commission

5. American Educational Theatre Association
   - member of theatre design committee
6. Dramatics Teachers of New Jersey
   - chairman of program committee
7. Clifton, N.J., School 14 P.T.A.
8. Speech Association of the Eastern States
9. New Jersey State Teachers College Faculty Association

IV. Other professional activities:

1. Meet frequently (over 20 times) with architects, state officials, salesmen, other building planners in connection with new auditorium being planned for Montclair campus.
2. Directed college play, THE PHILADELPHIA STORY
3. Supervised technical work on THE CRADLE SONG.
4. Assisted at final rehearsals for annual Dorm Show.
5. Directed 7th and 8th play for Verona Players.
6. Served as consultant to 6 additional school auditorium planning groups.
7. Completed additional course in pursuit of Ph. D. at New York University.
8. Received tentative approval for outline for dissertation for above degree.
9. Participated in speech surveys at North Haledon and in West Orange.

V. Departmental recommendations.

1. Serious consideration of individual recommendations on attached reports of Miss Kauffman and Mr. Ballare
2. Creation as soon as possible of Masters Degree program in speech, with some basic requirements for all and a choice between speech arts and speech science.
3. The Workshop in Speech Activities course be relocated in Junior year, 2nd semester, and be coordinated with College High School assembly programs.
4. The recommendations of the state Curriculum Study Committee in Speech be considered in relation to Montclair's program.
5. A revision of the state speech entrance examination be effected immediately, in order to:
   a. be of greater diagnostic service
   b. be a more accurate speech evaluation
   c. speed testing procedure.
6. Study be made of the need of a 5th full-timespeech person to meet the increasing needs of Eng. 200B, the required speech course; to expand the work in dramatics; to allow a full program of demonstration teaching in speech in C.H.S.
7. A well-structured program of Speech Education in C.H.S. be planned, and implemented as soon as staff time is available.

8. Requests to the Speech Division for testing and interviewing of candidates be scheduled well in advance and with due attention to the schedules of the faculty members involved. No emergency or last-minute requests for such service be made if at all possible.
9. Special help and attention be arranged for foreign exchange students immediately upon their arrival.
    a. They be granted an interview with the speech division.
    b. They be assigned to most valuable class during their first semester at Montclair, said class being determined as a result of the interview.
    c. Speech staff be given the opportunity to serve as adviser to such students to help in preparing for speaking engagements, etc., when so desired.
10. A school-wide system of absences and penalties be instituted.
11. All integgation supervisors be better oriented in aims and training of our speech majors, if they are to be assigned to to them.
12. Speech majors continue to have elementary and secondary school student teaching.
13. A minimum of elementary courses continue to be required of speech majors to meet certification in their specialized area on the elementary level.
14. Permission be granted to require the course Grammar for Teachers, or an equivalent, of those speech majors who need it.
15. A meeting with the college administration early in the year to consider these, and other recommendations.
16. An evaluation of the work, procedures, and activities of the the speech division, its staff, and its students, be presented by the Dean and the President so that we may know how our work can improve.
17. Secretarial help be made available for general departmental needs which are too difficult for the available student help.

_____

Chairman, Speech Division

[illegible]